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ABSTRACT

A 1982 questionnaire survey of 4,800 Pennsylvania public school administrators sought to determine what topics the Pennsylvania Department of Education (PDE) should present in its "Executive Academy" programs. The Executive Academy was created to help the state's school districts and intermediate units improve their administrative and educational practices. The questionnaire asked respondents to rate each of 42 possible inservice topics on a Likert-type scale of importance; list their top 3 interests; suggest a priority interest not already included; supply data on their district's enrollment, urban or rural location, number of school buildings, and membership in one of the five "waves" of PDE's school improvement project; and provide information on their own position, responsibilities, experience, and previous Executive Academy attendance. The survey's 800 respondents assigned first priority to instructional leadership, budgeting, motivating, personnel development and training, time management, and team building, in that order. Among the priority topics suggested by respondents were curriculum design and computer use in curriculum and administration. The survey findings hold implications about what topics, information, and activities PDE's 1982-83 Executive Academies should present. Lengthy appendices provide more detailed data and copies of the questionnaire and of a related report. (RW)

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A REPORT

ON THE

# PENNSYLVANIA EXECUTIVE ACADEMY INTEREST SURVEY 1982-83

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Prepared at the request of:

Pennsylvania Executive Academy
Bureau of School Improvement
July 1982

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## ACKNOWLEDGEMENTS

This survey was conducted by Research and Information Services for Education on behalf of the staff of the Executive Academy in the Pennsylvania Department of Education. Much of the labor to produce the information reported in this document was exerted by Mrs. Marian W. Hardgrove, Assistant Information Specialist at R.I.S.E. and to her must be acknowledged the positive results. Of course, without the guidance of Dr. Ronald Hall the study would not have been conducted. We hope that its utility will be sufficient to Dr. Hall's successors in the management of the Executive Academy as it was intended to be during its hectic initiation and conduct. The excellent support work of the R.I.S.E. staff, especially Mrs. Laila A. Krauss is also hereby acknowledged.

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## INTRODUCTION

The Pennsylvania Executive Academy was created in 1973 to improve administrative and educational practices in school districts and Intermediate Units throughout the state. The Executive Academy has traditionally offered three types of academies: Problem Solving, Management Skills, and Special Interest. For the past nine years the Executive Academy has provided programs to help school administrators sharpen managerial skills, plan potential solutions to knotty problems, or study a major concern of a specific segment of the educational community. These programs have been accomplished successfully by a sharing of ideas and resources, dissemination of recent information, and presentations by consultants and Pennsylvania Department of Education staff. The format consists of small and large group meetings, open discussions, lectures, simulation exercises, hands-on activities, demonstrations, and one-to-one instruction as needed. Among those attending Academies were Intermediate Unit personnel, superintendents, assistant superintendents, directors of area Vocational-Technical schools, principals, curriculum specialists, business managers, teachers, higher education groups, board and community members.

The Executive Academy has initiated a number of surveys to help develop future Academies which will fulfill the interests and needs of educators in Pennsylvania. Research and Information Services for Education (R.I.S.E.) has conducted the 1982-83 survey, under a modest sub-contract from the Bureau of School Improvement of the Pennsylvania Department of Education. This report describes the outcomes of that survey.

## HOW WAS THE SURVEY CONDUCTED?

The survey was conducted by mail, using a four-part - "Pennsylvania Executive Academy Interest Survey 1982-83" questionnaire (See Appendix A for a copy of the questionnaire). It was distributed by bulk mail to approximately 4,800 public school administrators in the Commonwealth of Pennsylvania on or about May 5, 1982. (See below for details of survey population).

In addition to a cover letter briefly describing the Executive Academy, and the purposes and format of the survey, the instrument was divided into four parts:

PART I - "Possible Executive Academy Programs for You"

This section consisted of 42 items describing interests for in-service education related to the responding administrator's current professional role. Each numbered item consisted of the name of the interest area, a phrase defining the interest area, and a Likert type scale for indicating degree of interest. A sample item follows (See Appendix A for a complete item list).

| | DEGREE OF INTEREST | | | | |
|---|---|---|---|---|---|
| | Very Low | Little | Moderate | Considerable | High |
| 2. SETTING GOALS - defining and prioritizing desired end results. | 1 | 2 | 3 | 4 | 5 |

These 42 items were derived verbatim from the Administrative In-Service Educational Needs Assessment developed by Temple University for the Pennsylvania Department of Education and administered in 1980-81. (For an analysis of that study, see Administrative In-Service Education Needs Assessment, prepared by Barbara Doersom, Research Consultant, May, 1980; a copy of this report is in Appendix B of this document). It should be noted that the original Temple survey was conducted among superintendents (not including 78 districts in Wave I of School Improvement), AVTS directors, and IU Executive Directors, and that the Temple Questionnaire identified the 42 Likert items as needs, rather than interests, and that the Temple study was couched in terms of the PDE's School Improvement effort. Those who would compare

results of the two surveys should bear these differences in mind.

PART II - "Your Top Three Interests"

In this section, respondents were asked to review the items in Part I for which they had indicated a high(er) degree of interest. They then chose the three items which were of highest interest to them and listed these three items in priority order. They were also asked to briefly describe the information or activities that they believed could be provided at an Executive Academy to satisfy their interests in each of the three priorities they listed.

PART III - "Your Chance to Suggest a Specific Interest (Not Covered by the List)"

Each respondent was requested to suggest a specific priority interest which they thought the Executive Academy should address, and which was not represented in the 42 items in Part I.

PART IV - "About Your District/School Agency"

This section asked four questions about the respondent's home district or other school agency including 1981-82 enrollment, rural/urban status, number of school buildings in the district (1981-82) and to which Wave (I-V) of School Improvement did the district belong.

"About You". This final section asked the respondent for personal professional data, (4 items), including: current position, experience, whether they had attended an Executive Academy and if so, which type; and, the number and type of professional staff reporting directly to the respondent.

The survey was to be returned by May 25, 1982, approximately three weeks after it was mailed. Useable surveys numbering 800 were received by the end of the month, the cut-off date for analysis. Limited resources and time constraints did not permit follow-up efforts to increase the response. Each questionnaire was tabulated by R.I.S.E. staff - using an Apple II (48K) microcomputer and a commercial database management system (Stoneware's D.B. Master).

The tabulations are reported below; sophisticated statistical analyses of the data were not warranted by the intent of the study; however, the data is

available for subsequent secondary analysis, if PDE wishes to fund such an effort, or conduct it internally.

## WHO RECEIVED QUESTIONNAIRES AND WHO RETURNED THEM

Based on discussions with PDE Executive Academy staff, it was decided to survey public school administrators on a universal basis. Using an existing mailing label system available at R.I.S.E., survey questionnaires were distributed as follows:

| | |
|---|---|
| Superintendents/Assistant Superintendents | 501 |
| Director of Curriculum/Instruction | 501 |
| Directors, AVTS | 80 |
| IU Executive Directors | 29 |
| Business Managers | 501 |
| Principals | 3188 |
| Total Surveys Mailed | 4800 |

It should be especially noted that the mailing labels were addressed to a position type (e.g., Superintendent, Business Manager, etc.) rather than to individual names. Thus, for elementary principals, a survey form was sent to each elementary building, addressed to the principal. From previous PDE studies, it is known that a large number of principals have more than one building; therefore, the proportion of surveys returned must take this factor into account, i.e., there are fewer principals than there are buildings. Apparently, the surveys were passed on by the initial recipients to other colleagues. The returned surveys numbered 800, a response rate of approximately 17%. Based on the self-described Position item, respondents included:

| Position (Item 54) | No. | % of Total |
|---|---|---|
| Superintendents/Assistant Superintendents | 171 | 21.6% |
| Principals - Senior High School | 124 | 15.6% |
| Principals - Middle/Junior High School | 108 | 13.6% |
| Principals - Elementary | 223 | 28.6% |
| Other (reclassified below) | | |
| Curriculum and Instruction | 45 | 5.7% |
| Business Managers | 51 | 6.4% |
| IU Staff | 15 | 1.9% |
| Miscellaneous (See List, Appendix C) | 55 | 6.6% |
| Total Positions Responding | 792 | 100.0% |

Eight surveys included no position indication.

In regard to School Improvement, the respondents represented all Waves, as follows:

| School Improvement Wave (Item 53) | No. | % of Total |
|---|---|---|
| Wave I | 126 | 18.0% |
| Wave II | 221 | 31.7% |
| Wave III | 228 | 32.7% |
| Wave IV | 100 | 14.3% |
| Wave V | 23 | 3.3% |
| Total School Improvement Districts: | 698 | 100.0% |

One hundred and two surveys included no School Improvement Wave status data; most of these were IU or AVTS staff.

As for Previous Attendance at an Executive Academy, the results were reported as follows:

| Previous Executive Academy Attendance (Item 56) | No. | % of Total |
|---|---|---|
| Did not previously attend | 353 | 44.8% |
| Did attend previously (by type) | | |
| Management Skills | 208 | 26.4% |
| Problem Solving | 75 | 9.5% |
| Special Interest | 128 | 16.2% |
| Unknown (type) | 25 | 3.1% |
| Total Previous Attended: | 789 | 100.0% |

Apparently, eleven respondents did not answer this question.

Other descriptive data derived from Part IV of the survey questionnaire are summarized in Appendix D.

## WHAT INFORMATION RESULTED FROM THE SURVEY?

The tabulation of the surveys resulted in few surprises. The high interest areas were consistent, regardless of the type of respondent, or their home school district or school agency characteristics. Based on discussions with PDE Executive Academy staff, it was determined that simple, rank order lists would provide the most useful information to plan future Executive Academies.

### What were the highest interests of the respondent group as a whole?

The highest interest item was, by far, Instructional Leadership (Item 27). This item was ranked highest priority by 10% of the respondents; nearly 25% of the respondents ranked it first, second or third priority (Part II of Survey).

Budgeting (Item 5) ranked second overall, followed by Motivating (Item 34), Training and Development of Personnel (Item 33), Time Management (Item 26) and Team Building (Item 38). Of least interest were Establishing Organizational Structure (Item 19), Setting Procedures (Item 6), and Utilizing Instructional Materials (Item 30). For a rank order weighted priority listing, see TABLE I, OVERALL WEIGHTED PRIORITY LISTING (Part II), which follows:

TABLE I

OVERALL WEIGHTED PRIORITY LISTING (Part II)

| RANK | ITEM # | ITEM DESCRIPTION* | PR 1 | PR 2 | PR 3 | TOT | WT TOT |
|---|---|---|---|---|---|---|---|
| ( 1) | 27 | Instructional Leadership | 80 | 57 | 55 | 192 | 409 |
| ( 2) | 5 | Budgeting | 65 | 23 | 19 | 107 | 260 |
| ( 3) | 34 | Motivating | 33 | 50 | 49 | 132 | 248 |
| ( 4) | 33 | Training & Devel of Personnel | 39 | 43 | 28 | 110 | 231 |
| ( 5) | 26 | Time Management | 32 | 34 | 27 | 93 | 191 |
| ( 6) | 38 | Team Building | 24 | 35 | 38 | 97 | 180 |
| ( 7) | 40 | Legal Responsibilities | 34 | 24 | 27 | 85 | 177 |
| ( 8) | 13 | Establishing Reporting Systems | 31 | 27 | 22 | 80 | 169 |
| ( 8) | 12 | Managing Change | 31 | 27 | 22 | 80 | 169 |
| (10) | 42 | Declining Enrollments | 30 | 20 | 36 | 86 | 166 |
| (11) | 39 | Community Development | 25 | 30 | 20 | 75 | 155 |
| (12) | 9 | Diagnosis | 26 | 22 | 21 | 69 | 143 |
| (13) | 23 | Communicating | 22 | 22 | 18 | 62 | 128 |
| (13) | 18 | Assessing | 16 | 27 | 26 | 69 | 128 |
| (15) | 31 | Governance | 18 | 23 | 25 | 66 | 125 |
| (16) | 8 | Interp. of Standardized Tests | 22 | 16 | 14 | 52 | 112 |
| (17) | 4 | Community Relations | 14 | 24 | 19 | 57 | 109 |
| (18) | 2 | Setting Goals | 31 | 02 | 10 | 43 | 107 |
| (19) | 7 | Forecasting | 21 | 13 | 16 | 50 | 105 |
| (20) | 1 | Developing Policies | 28 | 6 | 8 | 42 | 104 |
| (21) | 29 | Interpersonal Dynamics | 14 | 18 | 18 | 50 | 96 |
| (22) | 14 | Developing Performance Stndrds | 17 | 13 | 16 | 46 | 93 |
| (23) | 32 | Selecting | 15 | 16 | 14 | 45 | 91 |
| (24) | 17 | Delegating | 9 | 19 | 11 | 39 | 76 |
| (25) | 10 | Monitoring | 13 | 9 | 15 | 37 | 72 |
| (25) | 37 | Reinforcing Behavior | 8 | 13 | 22 | 43 | 72 |
| (27) | 22 | Making Decisions | 8 | 10 | 11 | 35 | 67 |
| (28) | 3 | Developing Strategies | 5 | 19 | 10 | 34 | 63 |
| (28) | 36 | Managing Differences | 8 | 12 | 15 | 35 | 63 |
| (30) | 24 | Group Dynamics | 10 | 10 | 10 | 30 | 60 |
| (30) | 25 | Labor Relations | 9 | 14 | 5 | 28 | 60 |
| (32) | 4 | Programming | 5 | 11 | 12 | 20 | 49 |
| (33) | 11 | Analyzing Problems | 6 | 11 | 7 | 24 | 47 |
| (34) | 15 | Measuring Results | 6 | 05 | 13 | 24 | 41 |
| (35) | 20 | Creating Position Desc. | 4 | 10 | 4 | 18 | 36 |
| (36) | 16 | Taking Corrective Action | 3 | 6 | 13 | 22 | 34 |
| (37) | 21 | Establishing Pos. Qualific's | 3 | 3 | 8 | 14 | 23 |
| (37) | 28 | Co-Curricular Leadership | 2 | 5 | 7 | 14 | 23 |
| (39) | 35 | Coordinating | 1 | 7 | 4 | 12 | 21 |
| (40) | 30 | Instructional Materials | 2 | 3 | 5 | 10 | 17 |
| (41) | 6 | Setting Procedures | 0 | 5 | 6 | 11 | 16 |
| (42) | 19 | Establishing Org'l Structure | 2 | 3 | 3 | 8 | 15 |

* For explanatory phrases for each interest item, see Appendix A.

What were the highest Executive Academy interests of the respondents based on their (current) positions?

Because Executive Academies are aimed at all administrators, the respondents were asked to describe their current positions (Item 54), as either Superintendent, Senior High, Junior High/Middle, or Elementary Principal, or Other. The Other category was then reclassified into Curriculum and Instruction (Not IU), Business Managers, IU Staff, and Miscellaneous (See Appendix C for list of positions reclassified into this category). Assistant Superintendents from the original "Other" category were reclassified with Superintendents.

Superintendents and Assistant Superintendents indicated that Budgeting (Item 5) and Instructional Leadership (27) were of highest interest followed by Managing Change (12), Governance (41) and Declining Enrollments (42). Of least interest were Analyzing Problems (11) and Setting Procedures (6).

Senior High School Principals and Assistant Principals listed Instructional Leadership (27), Motivating (Staff) (34) and Training and Development of Personnel (33) as the interest areas which should be Executive Academy topics. Of least interest were Coordinating (35), (Utilizing) Instructional Materials (30), and Establishing Organizational Structure (19).

Junior High and Middle School Principals also listed Instructional Leadership (27) as first priority, but reversed the rank order of their second and third ranks, making Training and Development of Personnel (33) second, and Motivating (34) third. These were followed by Managing Change (12) and Team Building (38). Of least interest (literally none) were Setting Procedures (6), Labor Relations (25) and Coordinating (35).

Elementary Principals and Assistant Principals indicated highest interest for Executive Academy help in Instructional Leadership (27), Motivating (34) and Time Management (26). Also in their "Top 5" were Team Building (38) and Training and Development of Personnel (33). They indicated least interest in Creating

Position Descriptions (20), Establishing Organizational Structure (19), and Establishing Position Qualifications (21).

The Miscellaneous Others (See List, Appendix C ) differed little from their colleagues, ranking Budgeting (5), Instructional Leadership (27), Motivating (34), Time Management (26) and Training and Development of Personnel (33) as their top interests.

Those respondents identifying themselves as Local Curriculum and Instruction Personnel ranked Instructional Leadership (27) a clear, first priority. This was followed by Motivating (34), Interpretation of Standardized Tests (8), Training and Development of Personnel (33), Monitoring (10) and Community Development (39). No priority was given to six interest areas: Establishing Reporting Systems (13); Measuring Results (15); Creating Position Descriptions (20); Establishing Position Qualifications (21); Co-Curricular Leadership (28); and Coordinating (35).

Business staff at the local level reflected their unique responsibilities in their indication of high interest areas: Budgeting (5) and Legal Responsibilities (40) were their first two choices. In contrast, Motivating (34) ranked 22nd and Instructional Leadership (27), which was very high among all other position groups, received no interest, along with nine other topics.

The Intermediate Unit staff which responded identified Training and Development of Personnel (33) as their first choice, followed by Interpersonal Dynamics (29), Budgeting (5), Managing Change (12) and Instructional Leadership (27). More than half the items on the list received no interest from this group.

The results of the survey highlighted here were based on an analysis of data from Part II of the questionnaire in which the client was asked to choose the 3 items from Part I to which he/she ascribed the highest priority. These responses were weighted (3 for highest priority, 2 for second priority, 1 for third priority); a sum of the weights for a given item was then calculated and designated as the weighted total (WTTOT). For a full listing of the results of this analysis, see Appendix E).

NOTE

Caution should be exercised in interpreting this data. Remember that respondents were asked to indicate high interest on the basis of their current role and how much they might desire in-service (through an Executive Academy). This is not to say that low-interest items indicate a general lack of interest in the topic by the respondent; rather, it may indicate that the respondent already has a high degree of competence in that area, is confident of that competence and needs no additional in-service - or - the respondent may feel that item is irrelevant.

This caution should be applied throughout this Report.

What were the high interest topics when the respondents were grouped by School Improvement Wave?

A major, recent program emphasis of the Pennsylvania Department of Education has been Long Range Planning for School Improvement (LRPSI). Every public school district in the Commonwealth has been assigned to a Wave, numbered I-IV for the year in the cycle their plan became due. The Executive Academy leadership desired to know whether membership in a particular LRPSI Wave made a difference on Executive Academy in-service interests. With the possible exception of Wave V districts, it appears that belonging to one School Improvement Wave or another makes little difference. The basis for this finding is in Table II.

For a complete weighted priority listing by LRPSI Wave, see Appendix F.

TABLE II

HIGHEST INTEREST BY LRPSI WAVE

| Rank | Wave I | Wave II | Wave III | Wave IV | Wave V |
|---|---|---|---|---|---|
| 01 | Instr. Ldrshp (27) | Instr. Ldrshp (27) | Instr. Ldrshp (27) | Instr. Ldrshp (27) | Delegating (17) |
| 02 | Trng & Dev of Pers (33) | Trng & Dev of Pers (33) | Budgeting (5) | Budgeting (5) | Devel Policies (1) |
| 03 | Motivating (34) | Managing Chng (12) | Motivating (34) | Motivating (34) | Forecasting (7) |
| 04 | Legal Resp (40) | Motivating (34) | Time Mgmt (26) | Time Mgmt (26) | Time Mgmt (26) |
| 05 | Team Bldg. (38) | Budgeting (5) | Setting Goals (2) | Governance (31) | Diagnosis (9)<br>TIE Communications (23)<br>Motivating (34)<br>Legal Resp. (40) |

Did previous attendance at an Executive Academy make a difference in priority interests of respondents?

Approximately 55% of the respondents had previously attended one or more Executive Academies. PDE staff were interested to know if this factor affected the survey results. It apparently had little effect, as Table III shows.

TABLE III

COMPARISON OF RESPONDENT'S INTERESTS BASED ON PRIOR EXECUTIVE ACADEMY ATTENDANCE

| Item # | Description | Overall Rank N=800 | Prior Attendance N=353 | No Prior Attendance N=436 |
|---|---|---|---|---|
| 27 | Instructional Leadership | 1 | 1 | 1 |
| 5 | Budgeting | 2 | 2 | 9 |
| 34 | Motivating | 3 | 5 | 2 |
| 33 | Train & Develop of Personnel | 4 | 4 | 4 |
| 26 | Time Management | 5 | 7 | 3 |
| 38 | Team Building | 6 | 6 | 6 |
| 40 | Legal Responsibilities | 7 | 9 | 5 |
| 13 | Establishing Reporting Systems | 8 | 3 | - |
| 12 | Managing Change | 8 | 8 | 8 |
| 42 | Declining Enrollments | 10 | 10 | 6 |
| 23 | Communicating | 13 | - | 10 |

While not in 1:1 rank order agreement, it can be seen that 11 items account for the first 10 ranks regardless of attendance or non-attendance. (For a weighted, rank order list from respondents not previously attending, see Appendix G).

How consistent were the priority rankings of interests between Part I and Part II?

In Part I, the respondents were asked to rate each of the 42 items independently on a 5 point Likert-type scale. In Part II, they were asked to choose their top three priorities from among all 42 items. Part III asked them to submit their own high interest item which was not among the 42 items in Part I. The Part I Likert items were intended to stimulate responses to Part II and III and to provide some continuity with the previous PDE study. Mean ratings for all 42 items in Part I were calculated for all responses and separately by Position category. Here again, when the Part I and Part II rankings were compared, there were some discrepancies, as indicated in Table IV.

TABLE IV

COMPARISION OF PART I AND PART II RANKS; SELECTED HIGHEST RANKED ITEMS; OVERALL TOTALS

| Item # | Description | All Records (N=800) | | | Supt/Asst. Supt (N=171) | | | Supt (only) (N=193) PDE Study, May 80* | |
|---|---|---|---|---|---|---|---|---|---|
| | | Part I | | Part II | Part I | | Part II | | |
| | | Mean Rating | Rank | Rank | Mean Rating | Rank | Rank | Mean Rating | Rank |
| 5 | Budgeting | 3.3113 | 25 | 2 | 3.5673 | 7 | 1 | 3.563 | 4 |
| 9 | Diagnosis | 3.6450 | 7 | 12 | 3.6550 | 4 | 16 | | |
| 12 | Managing Change | 3.7350 | 6 | 8 | 3.6082 | 6 | 3 | 3.602 | 3 |
| 23 | Communicating | 3.7525 | 5 | 13 | 3.5556 | 8 | 17 | | |
| 26 | Time Management | 3.4863 | 12 | 5 | 3.3216 | 22 | 10 | | |
| 27 | Instructional Leadership | 3.8775 | 2 | 1 | 3.8304 | 1 | 2 | 3.644 | 2 |
| 31 | Governance | 3.1850 | 30 | 15 | 3.6140 | 5 | 4 | | |
| 33 | Training & Develop of Pers. | 3.7713 | 4 | 4 | 3.7018 | 3 | 9 | 3.560 | 5 |
| 34 | Motivating | 3.9563 | 1 | 3 | 3.7251 | 2 | 13 | 3.684 | 1 |
| 36 | Managing Differences | 3.3888 | 20 | 28 | 3.2865 | 25 | 23 | | |
| 38 | Team Building | 3.8200 | 3 | 6 | 3.5556 | 8 | 15 | | |
| 40 | Legal Responsibilities | 3.4037 | 19 | 7 | 3.3275 | 21 | 8 | | |
| 42 | Declining Enrollments | 3.2275 | 27 | 10 | 3.3216 | 22 | 5 | | |

* From Administrative In-Service Education Needs Assessment (See Appendix B) p. 3. Note that their item numbering is different than ours. To convert their item number to ours, subtract 20 from their number (e.g. their item #47 becomes the same as our item #27). The remaining 4 items in their top 9 were:

| | | | |
|---|---|---|---|
| 41 | Community Relations | 3.549 | 6 |
| 7 | Forecasting | 3.542 | 7 |
| 39 | Community Involvement | 3.528 | 8 |
| 10 | Monitoring | 3.521 | 9 |

The discrepancy raises some interesting questions about the reliability of Part I and Part II. It also suggests that discrimination among items by respondents may be muffled because of the inherent nature of Likert-type, independent ratings. No matter how the data is ranked, it is clear that a high priority exists for Instructional Leadership (27), Motivating (34), Managing Change (12), and Training and Development of Personnel (33). These high interest items also have continuity over time, in that the 1980 PDE study also ranked them in the top 5 interest areas, at least among Superintendents. (Additional comparisons between the PDE's 1980 study and the current survey were not deemed especially significant to this report; subsequent analyses may be conducted at a later time).

## WHAT ARE THE IMPLICATIONS OF THE SURVEY RESULTS FOR FUTURE EXECUTIVE ACADEMIES

This section suggests some implications from the survey for future Executive Academies. It is subject to the cautions necessary for any mailed survey and limited data analysis; it is, of course, only one potential source of planning information and requires appropriate interpretation by the PDE staff (now) responsible for carrying on the Executive Academy tradition.

### What should be the topics of 1982-83 Executive Academies, according to the survey?

Executive Academies should be planned to address these topics:

A. INSTRUCTIONAL LEADERSHIP - assurance of appropriate curriculum and instruction (27)

B. BUDGETING - allocating resources (especially for Superintendents and Business staff) (5)

C. MOTIVATING - persuading and inspiring people to take desired action (34)

D. TRAINING AND DEVELOPMENT OF PERSONNEL - improving knowledge, attitudes, and skills (33)

E. TIME MANAGEMENT - using time effectively (26)

F. TEAM BUILDING - having employees work together in harmony (38)

G. LEGAL RESPONSIBILITIES - ensuring that the individuals and the institution are in compliance with Federal, State and local government legislation and regulations (40)

H. ESTABLISHING REPORTING SYSTEMS - determining what critical data are needed (13)

I. MANAGING CHANGE - stimulating creativity and innovation in achieving goals consistent with district plans (12)

J. COMMUNITY DEVELOPMENT - establishing programs and conditions for active, involved support systems within the community (39)

### What kinds of information or activities might be included in these high interest Executive Academies?

Respondents to the survey were asked to briefly describe the kind of information or activities they believed would be useful to them in an Academy on their high priority topics. Appendix H includes 224 suggestions across the 11 highly rated interest areas. To read this data, note that the number following the 43HP

is the Item number for the interest area; each interest area begins on a new page. The position of the respondent making the suggestion is listed followed by the suggestion itself. (Only those suggestions accompanying the respondents' highest priority in Part II were included; suggestions for 2nd and 3rd priorities are available if desired). These suggestions should be reviewed to assist PDE staff in planning the actual content of the Academies.

What special interests were indicated by the respondents?

Respondents were provided the chance to offer their own suggestions for an Executive Academy topic, which was not included under the 42 items in Part I (and prioritized in Part II). About 25% (218) respondents took advantage of this opportunity. Note that the resulting suggestions were not "voted" on by the other respondents. A classification of the 218 interests resulted in 19 categories. The most frequently recurring suggested topics were:

1. Implementing computers into curriculum and administration.
2. Designing Curriculum/programs.
3. Improving relationships between boards, administration, staff and community.

To the degree that these topics do not overlap the 11 topics suggested above for Executive Academies, they might be considered as additional high priority Academy areas. Appendix I includes a summary list of the reclassified suggestions from Part III and also indicates the positions of the respondents suggesting each additional interest area.

## CONCLUSION

We are hopeful that the information contained in this report provides some additional guidance to those charged with continuing the Executive Academy. We believe that the survey, while not "scientifically" representative of the administrators in the field, is a relevant source of planning data. We at R.I.S.E. stand ready to share our experiences in conducting this effort with any who may wish to repeat it in the future. We, of course, will continue to support the Executive Academy through all R.I.S.E. resources, should we be so engaged by the Pennsylvania Department of Education.

# APPENDIX A

# PENNSYLVANIA EXECUTIVE ACADEMY

## INTEREST SURVEY

## 1982-83

We need your help! R.I.S.E. is conducting this Interest Survey on behalf of the Pennsylvania Department of Education's (PDE) Executive Academy.

As you may know, the Pennsylvania Executive Academy assists in the developing, planning and implementation of School Improvement efforts by providing staff development opportunities for school administrators. We have been asked by the Executive Academy to assist them in identifying some of your high interests for future academies. Your cooperation in completing the attached Interest Survey will help in developing Executive Academies that will provide you with continued management skills development.

The survey is divided into four parts. Part I asks you to rate your interest in a list of activities. Please apply the general activities listed to your own special needs when responding. Part II requests that you indicate three of your priority considerations and how the Executive Academy could satisfy those interests. Part III affords you an opportunity to suggest a specific interest, not covered by the list of activities, which you would like an Executive Academy to address. Part IV gathers demographic data.

Thank you for your participation in the Executive Academy Interest Survey. Please return it by May 25, 1982 using the enclosed envelope to Marian W. Hardgrove, R.I.S.E., 725 Caley Road, King of Prussia, PA 19406.

MWH:lak

Enclosure

PENNSYLVANIA EXECUTIVE ACADEMY
INTEREST SURVEY

PART I

POSSIBLE EXECUTIVE ACADEMY PROGRAMS FOR YOU

This section relates to the way you perceive your own interests for in-service education related to your current professional role. Please rate the following items on a scale of one to five by circling the appropriate choice. Since you are rating the degree of interest please try to use the entire scale. (*)

| | DEGREE OF INTEREST | | | | | |
|---|---|---|---|---|---|---|
| | Very low | Little | Moderate | Considerable | High | |
| | 1 | 2 | 3 | 4 | 5 | |
| 1. DEVELOPING POLICIES-making standing decisions on important recurring matters. | 1 | 2 | 3 | 4 | 5 | ( 1) |
| 2. SETTING GOALS-defining and prioritizing desired end results. | 1 | 2 | 3 | 4 | 5 | ( 2) |
| 3. DEVELOPING STRATEGIES-deciding how and when to achieve goals. | 1 | 2 | 3 | 4 | 5 | ( 3) |
| 4. PROGRAMMING-establishing priority. | 1 | 2 | 3 | 4 | 5 | ( 4) |
| 5. BUDGETING-allocating resources. | 1 | 2 | 3 | 4 | 5 | ( 5) |
| 6. SETTING PROCEDURES-standardizing methods. | 1 | 2 | 3 | 4 | 5 | ( 6) |
| 7. FORECASTING-establishing where present course will lead. | 1 | 2 | 3 | 4 | 5 | ( 7) |
| 8. INTERPRETATION OF STANDARDIZED TEST DATA-incorporating student test data into planning. | 1 | 2 | 3 | 4 | 5 | ( 8) |
| 9. DIAGNOSIS-the ability to assess institutional climate, staff and program needs in complex situations. | 1 | 2 | 3 | 4 | 5 | ( 9) |
| 10. MONITORING-establishing a system of reviews and checks on progress. | 1 | 2 | 3 | 4 | 5 | (10) |
| 11. ANALYZING PROBLEMS-gather facts, ascertain causes, develop alternative solutions. | 1 | 2 | 3 | 4 | 5 | (11) |
| 12. MANAGING CHANGE-stimulating creativity and innovation in achieving goals consistent with district plans. | 1 | 2 | 3 | 4 | 5 | (12) |
| 13. ESTABLISHING REPORTING SYSTEMS-determining what critical data are needed. | 1 | 2 | 3 | 4 | 5 | (13) |
| 14. DEVELOPING PERFORMANCE STANDARDS-setting conditions that will exist when key duties are well done. | 1 | 2 | 3 | 4 | 5 | (14) |
| 15. MEASURING RESULTS-ascertaining the extent of deviation from goals and performance standards. | 1 | 2 | 3 | 4 | 5 | (15) |
| 16. TAKING CORRECTIVE ACTION-adjusting plans, consulting with staff to achieve goals. | 1 | 2 | 3 | 4 | 5 | (16) |
| 17. DELEGATING-assigning exact accountability for results. | 1 | 2 | 3 | 4 | 5 | (17) |
| 18. ASSESSING-the ability to design and implement a staff and program evaluation system. | 1 | 2 | 3 | 4 | 5 | (18) |
| 19. ESTABLISHING ORGANIZATIONAL STRUCTURE-designing organizational chart. | 1 | 2 | 3 | 4 | 5 | (19) |
| 20. CREATING POSITION DESCRIPTIONS-defining scope, relationships, responsibilities and authority. | 1 | 2 | 3 | 4 | 5 | (20) |
| 21. ESTABLISHING POSITION QUALIFICATIONS-defining qualifications for persons in each position. | 1 | 2 | 3 | 4 | 5 | (21) |
| 22. MAKING DECISIONS-arriving at conclusions and judgements. | 1 | 2 | 3 | 4 | 5 | (22) |
| 23. COMMUNICATING-ensuring understanding. | 1 | 2 | 3 | 4 | 5 | (23) |
| 24. GROUP DYNAMICS-understanding group behavior. | 1 | 2 | 3 | 4 | 5 | (24) |
| 25. LABOR RELATIONS-understanding the history, role and rights of unions and professional organizations. | 1 | 2 | 3 | 4 | 5 | (25) |
| 26. TIME MANAGEMENT-using time effectively. | 1 | 2 | 3 | 4 | 5 | (26) |
| 27. INSTRUCTIONAL LEADERSHIP-assurance of appropriate curriculum and instruction. | 1 | 2 | 3 | 4 | 5 | (27) |

| | | | | | | |
|---|---|---|---|---|---|---|
| 28. CO-CURRICULAR LEADERSHIP-coordinating inter-scholastic and extra-curricular activities. | 1 | 2 | 3 | 4 | 5 | (28) |
| 29. INTERPERSONAL DYNAMICS-using the appropriate leadership style in complex changing situations. | 1 | 2 | 3 | 4 | 5 | (29) |
| 30. INSTRUCTIONAL MATERIALS-utilizing available materials. | 1 | 2 | 3 | 4 | 5 | (30) |
| 31. GOVERNANCE-working with your school board. | 1 | 2 | 3 | 4 | 5 | (31) |
| 32. SELECTING-recruiting, placing, and assigning qualified people for each position. | 1 | 2 | 3 | 4 | 5 | (32) |
| 33. TRAINING AND DEVELOPMENT OF PERSONNEL-improving knowledge, attitudes, and skills. | 1 | 2 | 3 | 4 | 5 | (33) |
| 34. MOTIVATING-persuading and inspiring people to take desired action. | 1 | 2 | 3 | 4 | 5 | (34) |
| 35. COORDINATING-relating efforts in the most effective combination. | 1 | 2 | 3 | 4 | 5 | (35) |
| 36. MANAGING DIFFERENCES-encouraging alternative methods of conflict resolution. | 1 | 2 | 3 | 4 | 5 | (36) |
| 37. REINFORCING BEHAVIOR-rewarding and disciplining. | 1 | 2 | 3 | 4 | 5 | (37) |
| 38. TEAM BUILDING-having employees work together in harmony. | 1 | 2 | 3 | 4 | 5 | (38) |
| 39. COMMUNITY DEVELOPMENT-establishing programs and conditions for active, involved support systems within the community. | 1 | 2 | 3 | 4 | 5 | (39) |
| 40. LEGAL RESPONSIBILITIES-ensuring that the individuals and the institution are in compliance with Federal, State and local government legislation and regulations. | 1 | 2 | 3 | 4 | 5 | (40) |
| 41. COMMUNITY RELATIONS-develop a network of communication with many publics. | 1 | 2 | 3 | 4 | 5 | (41) |
| 42. DECLINING ENROLLMENTS-dealing with the reallocation of resources. | 1 | 2 | 3 | 4 | 5 | (42) |

(*) These items were derived from the Administrative Inservice Educational Needs Assessment developed by Temple University for the Pennsylvania Department of Education, 1980-81.

PART II

YOUR TOP THREE INTERESTS

Please review all those items in Part I for which you indicated a high degree of interest. Select the three items which are of highest interest to you. Rank order them below by listing their item numbers and names in the appropriate spaces. Also, please describe briefly what information or activities could be provided at an Executive Academy to satisfy your interests in each of these high priority items.

| Item No. | Name | | Information/Activities | |
|---|---|---|---|---|
| _____ | _____ | (43) | _____ | (44) |
| (Highest Priority) | | | _____ | |
| | | | _____ | |
| _____ | _____ | (45) | _____ | (46) |
| (Second Highest Priority) | | | _____ | |
| | | | _____ | |
| _____ | _____ | (47) | _____ | (48) |
| (Third Highest Priority) | | | _____ | |
| | | | _____ | |

PART III

YOUR CHANCE TO SUGGEST A SPECIFIC INTEREST (NOT COVERED BY THE LIST)

Please describe in the space below one specific priority interest which you would like an Executive Academy to address, and which is not represented on the list in Part I above.

_____ (49)

_____

_____

PART IV

ABOUT YOUR DISTRICT/SCHOOL AGENCY

(50)

1. School district enrollment (1981-82)

___(1) under 1,000
___(2) 1,001 - 2,000
___(3) 2,001 - 3,000
___(4) 3,001 - 5,000
___(5) more than 5,001

(51)

2. What best describes the area served by your district or school agency?

___(1) Rural
___(2) Rural-Suburban
___(3) Suburban
___(4) Suburban-Urban
___(5) Urban

(52)

3. How many buildings are in your district? (1981-82)

___(1) 1-3
___(2) 4-7
___(3) 8-11
___(4) 12-20
___(5) more than 20

(53)

4. Indicate your district's status in Pennsylvania's School Improvement Program.

___(1) Wave I
___(2) Wave II
___(3) Wave III
___(4) Wave IV
___(5) Wave V

ABOUT YOU

(54)

1. Your position

___(1) Superintendent
___(2) Principal/Senior High
___(3) Principal/Middle or Junior High
___(4) Principal/Elementary
___(5) Other (specify) _____

(55)

2. Number of years in your present position (current and previous districts).

___(1) less than 1 year
___(2) 1-4 years
___(3) 5-12 years
___(4) 13-20 years
___(5) more than 20 years.

(56)

3. Have you ever attended a PDE Executive Academy?

___(1) No ___ Yes

If yes specify the type(s) of Executive Academy attended.

___(2) Management Skills
___(3) Problem Solving
___(4) Special Interest
___(5) Unknown

(57)

4. Number of professional staff reporting directly to you. ___(1)

___(2) Teachers only
___(3) Administrators only
___(4) Both Administrators and Teachers
___(5) Neither (explain)_____

_____

_____

_____

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# APPENDIX B

# ADMINISTRATIVE INSERVICE EDUCATION

## NEEDS ASSESSMENT

**Prepared by:**

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**Prepared at the request of:**

**The Executive Academy**
**Bureau of School Improvement**
**May 1980**

The purpose of this study was to determine the inservice education needs of school district superintendents, Intermediate Unit (IU) executive directors and Area Vocational Technical School (AVTS) executive directors. More precisely, the study's purpose was to determine the needs of these groups in the area of school management. To meet this objective, 534 school administrators were surveyed.

Population. The survey population consisted of all IU executive directors (N=29), all AVTS executive directors (N=78), and all superintendents (N=505), except those whose districts were in Wave I of the Pennsylvania school improvement process (N=78). From this population 245 usable survey forms were returned, producing an overall response rate of 45.9%. The response rate from each of the three groups comprising the population was as follows:

IU executive directors (18 usable forms): 62.1%

AVTS executive directors (19 usable forms): 24.4%

Superintendents (193 usable forms): 45.2%

Methodology. A questionnaire was developed and sent to each member of the study's population. Enclosed with the questionnaire were a cover letter and a self-addressed, stamped envelope. No follow-up attempts were made to increase the response rate. Copies of the cover letters and questionnaire are found in Appendix B.

The questionnaire was divided into three parts. The first part asked three open-ended questions dealing with job satisfaction. The second part contained a list of 42 areas of managerial inservice education and asked respondents to rate each according to their perceived need for additional education in that area. Rating was based on a Likert scale which ranged from one (low degree of need) to five (high degree of need). The third part of the questionnaire contained seven demographic items.

The survey results were analyzed using simple frequency counts and, where appropriate, analysis of variance and chi-square tests of significance.

Findings. The survey results are found in Appendix A. In analyzing these results, areas of high inservice need were identified. An area was considered a high need if it met both of two criteria: 1) it received a mean score of at least 3.5 and 2) at least 50% of the administrators responding to that item gave it a score of four or five on the Likert scale. By applying these criteria to the survey results, the high inservice needs shown in Tables 1 to 4 were identified.

TABLE 1. COMBINED GROUPS' PERCEIVED INSERVICE NEEDS

| Item # | X Score | Rank | Item Description[a] |
|---|---|---|---|
| 54 | 3.775 | 1 | Motivating others |
| 47 | 3.663 | 2 | Instructional leadership |
| 53 | 3.627 | 3 | Training and development of personnel |
| 61 | 3.615 | 4 | Community relations |
| 32 | 3.612 | 5 | Stimulating change |
| 27 | 3.572 | 6 | Forecasting outcome of present course |
| 25 | 3.543 | 8 | Budgeting |
| 30 | 3.543 | 8 | Progress monitoring |
| 43 | 3.543 | 8 | Communicating |
| 29 | 3.535 | 10 | Assessing institution in complex situations |
| 59 | 3.529 | 11 | Developing community involvement |
| 34 | 3.502 | 12 | Developing performance standards |

[a]More detailed descriptions are found on the questionnaire in Appendix B.

TABLE 2. SUPERINTENDENTS' PERCEIVED INSERVICE NEEDS

| Item # | X Score | Rank | Item Description[a] |
|---|---|---|---|
| 54 | 3.689 | 1 | Motivating others |
| 47 | 3.644 | 2 | Instructional leadership |
| 32 | 3.602 | 3 | Stimulating change |
| 25 | 3.563 | 4 | Budgeting |
| 53 | 3.560 | 5 | Training and development of personnel |
| 61 | 3.549 | 6 | Developing community relations |
| 27 | 3.542 | 7 | Forecasting outcome of present course |
| 59 | 3.528 | 8 | Developing community involvement |
| 30 | 3.521 | 9 | Progress monitoring |

[a]More detailed descriptions are found on the questionnaire in Appendix B.

TABLE 3. DIRECTORS' PERCEIVED INSERVICE NEEDS

| Item # | X Score | Rank | Item Description[a] |
|---|---|---|---|
| 53 | 4.056 | 1 | Training and development of personnel |
| 43 | 3.944 | 2.5 | Communicating |
| 54 | 3.944 | 2.5 | Motivating others |
| 29 | 3.833 | 4.5 | Assessing institution in complex situations |
| 61 | 3.833 | 4.5 | Community relations |
| 24 | 3.778 | 7.5 | Program planning |
| 27 | 3.778 | 7.5 | Forecasting outcome of present course |
| 49 | 3.778 | 7.5 | Interpersonal dynamics |
| 58 | 3.778 | 7.5 | Team building |
| 51 | 3.722 | 10 | Working with school board |
| 23 | 3.667 | 13.5 | Developing strategies |
| 30 | 3.667 | 13.5 | Progress monitoring |
| 32 | 3.667 | 13.5 | Stimulating change |
| 44 | 3.667 | 13.5 | Group dynamics |
| 47 | 3.667 | 13.5 | Instructional leadership |
| 56 | 3.667 | 13.5 | Managing conflict |
| 22 | 3.611 | 19 | Setting goals |
| 31 | 3.611 | 19 | Analyzing problems |
| 25 | 3.611 | 19 | Budgeting |
| 59 | 3.611 | 19 | Developing community involvement |
| 62 | 3.611 | 19 | Dealing with declining enrollments |
| 38 | 3.588 | 22 | Designing and implementing evaluation systems |
| 36 | 3.556 | 23.5 | Adapting plans to achieve goals |
| 60 | 3.556 | 23.5 | Legal responsibilities |
| 37 | 3.500 | 25.5 | Delegating authority |
| 40 | 3.500 | 25.5 | Creating position descriptions |

[a]More detailed descriptions are found on the questionnaire in Appendix B.

TABLE 4. AVTS DIRECTORS' PERCEIVED INSERVICE NEEDS

| Item # | X Score | Rank | Item Description[a] |
|---|---|---|---|
| 54 | 4.263 | 1 | Motivating others |
| 53 | 4.053 | 2 | Training and development of personnel |
| 60 | 3.947 | 3 | Legal responsibilities |
| 43 | 3.737 | 5 | Communicating |
| 46 | 3.737 | 5 | Time management |
| 47 | 3.737 | 5 | Instructional leadership |
| 27 | 3.684 | 9.5 | Forecasting outcome of present course |
| 34 | 3.684 | 9.5 | Developing performance standards |
| 44 | 3.684 | 9.5 | Group dynamics |
| 51 | 3.684 | 9.5 | Working with school board |
| 56 | 3.684 | 9.5 | Managing conflict |
| 61 | 3.684 | 9.5 | Developing community relations |
| 29 | 3.632 | 14.5 | Assessing institution in complex situations |
| 31 | 3.632 | 14.5 | Analyzing problems |
| 36 | 3.632 | 14.5 | Adapting plans to achieve goals |
| 57 | 3.632 | 14.5 | Reinforcing personnel behavior |
| 35 | 3.579 | 16.5 | Measuring program results |
| 58 | 3.579 | 16.5 | Team building |
| 22 | 3.526 | 21 | Setting goals |
| 32 | 3.526 | 21 | Stimulating change |
| 49 | 3.526 | 21 | Interpersonal dynamics |
| 52 | 3.526 | 21 | Selecting personnel |
| 55 | 3.526 | 21 | Coordinating personnel |

[a]More detailed descriptions are found on the questionnaire in Appendix B.

Once high needs were identified, chi-square tests of significance were performed to determine whether any of these needs were related to school district type as characterized as urban, town, suburban and rural. Statistically significant test results are shown in Tables 5 to 7. These results indicate that when superintendents, AVTS and IU directors are considered as one large group, "Motivating Others" emerges as a high inservice training need for all types of districts and particularly for town districts. Similarly, "Dealing With Declining Enrollments"

emerges as a high need for suburban, town and especially for urban districts, but not as a particularly high need for rural districts. When superintendents were considered as a distinct group, "Motivating Others" emerged as an especially high need for superintendents serving town districts.[1]

It should be noted that these relationships are not particularly strong (as evidenced by the relatively low value of Cramer's V); hence, none of the three needs is clearly associated with only one type of school district.

TABLE 5. RELATIONSHIP BETWEEN "MOTIVATING OTHERS" AND SCHOOL DISTRICT TYPE FOR COMBINED GROUPS

| Degree of Need[a] | School District Type | | | | |
|---|---|---|---|---|---|
| | Urban | Town | Suburban | Rural | Total |
| Low | 3<br>15.8% | 5<br>14.7% | 5<br>6.1% | 10<br>10.3% | 23 |
| Moderate | 4<br>21.1% | 1<br>2.9% | 30<br>36.6% | 26<br>26.8% | 61 |
| High | 12<br>63.2% | 28<br>82.4% | 47<br>57.3% | 61<br>62.9% | 148 |
| Total | 19 | 34 | 82 | 97 | 232 |

$\chi^2$ = 15.62 with 6 d.f.; p=.016
Cramer's V = .18
[a]For this test the Likert scale was collapsed as follows:
1,2 = low need; 3 = moderate need; 4,5 = high need.

[1]Similar tests were not performed for either AVTS or IU directors since the number of respondents in these groups was too small for the test results to be meaningful.

TABLE 6. RELATIONSHIP BETWEEN "DEALING WITH DECLINING ENROLLMENTS" AND SCHOOL DISTRICT TYPE FOR COMBINED GROUPS

| Degree of Need[a] | School District Type | | | | |
|---|---|---|---|---|---|
| | Urban | Town | Suburban | Rural | Total |
| Low | 1<br>5.3% | 7<br>20.6% | 16<br>20.0% | 31<br>32.3% | 55 |
| Moderate | 4<br>21.1% | 7<br>20.6% | 24<br>30.0% | 31<br>32.3% | 66 |
| High | 14<br>73.7% | 20<br>58.8% | 40<br>50.0% | 34<br>35.4% | 108 |
| Total | 19 | 34 | 80 | 96 | 229 |

$\chi^2$ = 14.62 with 6 d.f.; p=.023
Cramer's V = .18
[a]For this test the Likert scale was collapsed as follows:
1,2 = low; 3 = moderate; 4,5 = high.

TABLE 7. RELATIONSHIP BETWEEN "MOTIVATING OTHERS" AND SCHOOL DISTRICT TYPE FOR SUPERINTENDENTS

| Degree of Need[a] | School District Type | | | | |
|---|---|---|---|---|---|
| | Urban | Town | Suburban | Rural | Total |
| Low | 3<br>25.0% | 5<br>17.9% | 5<br>7.9% | 8<br>9.3% | 21 |
| Moderate | 3<br>25.0% | 1<br>3.6% | 27<br>42.9% | 26<br>30.2% | 57 |
| High | 6<br>50.0% | 22<br>78.6% | 31<br>49.2% | 52<br>60.5% | 111 |
| Total | 12 | 28 | 63 | 86 | 189 |

$\chi^2$ = 17.14 with 6 d.f.; p=.009
Cramer's V = .21
[a]For this test the Likert scale was collapsed as follows:
1,2 = low; 3 = moderate; 4,5 = high.

Analyses of variance were performed to determine whether the total number of needs felt by an individual was related to any of the individual's following characteristics: 1) group membership (i.e., superintendent, IU or AVTS director), 2) type of school district served (i.e., urban, rural, etc.), 3) classification of school district served (i.e., first class, second class, etc.), 4) length of experience as a school administrator and 5) length of experience in his/her present position. Statistically significant results are shown in Tables 8 and 9. These results (together with the results of a posteriori multiple comparison tests which were subsequently performed) indicate that as a group superintendents tend to have signficantly fewer perceived inservice needs than do AVTS directors and that fourth class districts tend to have significantly fewer needs than second class districts.

TABLE 8. ANALYSIS OF VARIANCE RESULTS: RELATIONSHIP BETWEEN GROUP MEMBERSHIP AND NUMBER OF NEEDS

| Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F |
|---|---|---|---|---|
| Between groups | 752.84 | 2 | 376.42 | 3.53* |
| Within groups | 24208.38 | 227 | 106.65 | |
| Total | 24961.22 | 229 | | |

*p=.03

TABLE 9. ANALYSIS OF VARIANCE RESULTS: RELATIONSHIP BETWEEN SCHOOL DISTRICT CLASS AND NUMBER OF NEEDS

| Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F |
|---|---|---|---|---|
| Between groups | 863.83 | 3 | 287.94 | 2.71* |
| Within groups | 24419.84 | 230 | 106.17 | |
| Total | 25283.66 | 233 | | |

*p=.046

Discussion. As mentioned above, the overall response rate to the survey was 45.9%. The response rate from IU directors was 62.1%; from AVTS directors, 24.4%; and from superintendents, 45.2%. With the exception of IU directors, these response rates are too low for the survey results to be considered representative of the population. It is true that some information about the inservice needs of the population is better than no information at all; however, when interpreting and using the survey results, it should be borne in mind that these results are not necessarily representative of the population.

In reviewing the lists of managerial inservice needs cited by respondents (see Tables 1 to 4), an attempt was made to identify commonalities among needs. With the exception of "Instructional Leadership" (which is clearly curriculum related), the needs tend to fall into one of two general categories, viz., leadership and administration. For the purpose of this report, these categories can be defined as follows:

Leadership: the process of influencing people to accomplish desired objectives.

Administration: the process of directing the details of managerial affairs.

Within each of these categories the needs tend to fall into one of two subcategories. In the area of leadership, these subcategories are interpersonal relations and personnel management. In the area of administration, the subcategories are managerial planning and personnel management.

Rearranging the lists of needs according to these categories produces the schematism presented in Table 10 on the following page. Reviewing this table, it becomes apparent that the majority of needs are related to administration. In connection with this, it might be of interest to consider the amount of experience as school administrators which the respondents reported having. Approximately 96% reported having served for six or more years, while 80% reported having served for more than ten years. Given this, it seems reasonable to conclude that the kinds of managerial skills highlighted by these needs might not be readily learned on the job and, therefore, might best be acquired in a more formal learning situation such as preservice or inservice education.

Table 10 is useful for viewing the survey results from several different perspectives. For example, by focusing on the numbers in parentheses, it becomes apparent that superintendents' inservice needs are predominantly in the realm of leadership, while those of IU and AVTS directors are almost evenly divided between the realms of leadership and administration. Again focusing on the numbers in parentheses, it becomes apparent that most of the needs shared by at least two groups fall in the realm of leadership, suggesting that inservice offerings in the development of these leadership skills would be welcomed by the respondents. Finally, it might be of interest to note that the area of personnel management emerges as both a leadership and administration need, suggesting that this too would prove to be a welcomed inservice education focus.

TABLE 10. SCHEMATISM OF ALL NEEDS PERCEIVED BY ONE OR MORE GROUPS[1]

| LEADERSHIP | | ADMINISTRATION | |
|---|---|---|---|
| Interpersonal Relations | Personnel Management | Administrative Planning | Personnel Management |
| Communicating[a] (1,3,4)[b] | Staff development (1,2,3,4) | Setting goals (3,4) | Creating position descriptions (1,4) |
| Interpersonal dynamics (3,4) | Team Building (3,4) | Analyzing problems (3,4) | Selecting personnel (4) |
| Group Dynamics (3,4) | Stimulating change (1,2,3,4) | Program planning (3) | Developing performance standards (1,4) |
| Motivating others (1,2,3,4) | | Developing strategies (3) | Reinforcing behavior (4) |
| Managing conflict (3,4) | | Monitoring progress (1,2,3) | Coordinating personnel (4) |
| Community relations (1,2,3,4) | | Measuring results (4) | Delegating authority (3) |
| Community involvement (1,2,3) | | Evaluation (3) | |
| Working with school board (3,4) | | Adapting plans (3,4) | |
| | | Assessing the institution (1,3,4) | |
| | | Forecasting outcome of present course (1,2,3,4) | |
| | | Legal responsibilities (3) | |
| | | Time management (4) | |
| | | Budgeting (1,2,3) | |
| | | Reallocating resources (3) | |

[a]More detailed descriptions of needs are found on the questionnaire in Appendix B.

[b]Parenthetical numbers refer to groups: 1 = all groups combined, 2 = superintendents, 3 = IU directors, 4 = AVTS directors

[1]"Instructional Leadership" also emerged as a high need. It was not included on the table because the table deals only with managerial needs.

When one selects from Tables 2 to 4 the ten areas of inservice which are perceived as most needed by each group, the list of needs presented in Table 11 is generated. Rearranging this list according to the categorization described above produces the schematism shown in Table 12.

TABLE 11. INSERVICE AREAS PERCEIVED AS AS MOST NEEDED BY RESPONDENTS[1]

| Inservice Area[a] | Interested Group(s)[b] |
|---|---|
| Motivating others | 2,3,4 |
| Instructional leadership | 2,4 |
| Stimulating change | 2,3,4 |
| Budgeting | 2,3 |
| Staff development | 2,3,4 |
| Community relations | 2,3,4 |
| Community involvement | 2,3 |
| Forecasting outcome of present course | 2,3,4 |
| Monitoring progress | 2,3 |
| Communicating | 3,4 |
| Assessing the institution | 3,4 |
| Program planning | 3 |
| Interpersonal dynamics | 3,4 |
| Team building | 3,4 |
| Working with school board | 3,4 |
| Legal responsibilities | 4 |
| Time management | 4 |
| Developing performance standards | 4 |
| Group dynamics | 3,4 |
| Managing conflict | 3,4 |

[1]No importance is attached to the order in which the areas are listed.
[a]More detailed descriptions are found on the questionnaire in Appendix B.
[b]The numbers in this column refer to groups: 2 = superintendents, 3 = IU directors, 4 = AVTS directors.

TABLE 12. SCHEMATISM OF THE INSERVICE AREA PERCEIVED AS THE TEN MOST NEEDED BY EACH GROUP OF RESPONDENTS[1]

| LEADERSHIP | | ADMINISTRATION | |
|---|---|---|---|
| Interpersonal Relations | Personnel Management | Administrative Planning | Personnel Management |
| Communicating[a] (3,4) | Staff development (2,3,4) | Program planning (3) | Developing performance standards (4) |
| Interpersonal dynamics (3,4) | Team building (3,4) | Monitoring progress (2,3) | |
| Group dynamics (3,4) | Stimulating change (2,3,4) | Assessing institution (3,4) | |
| Motivating others (2,3,4) | | Forecasting outcome of present course (2,3,4) | |
| Managing conflict (3,4) | | Time management (4) | |
| Community relations (2,3,4) | | Budgeting (2,3) | |
| Community involvement (2,3) | | Legal responsibilities (3) | |
| Working with school board (3,4) | | | |

[1]"Instructional Leadership" also emerged as a high need. It was not included in the table because the table deals only with managerial needs.

[a]More detailed descriptions of needs are found on the questionnaire in Appendix B.

[b]Parenthetical numbers refers to groups: 2 = superintendents, 3 = IU directors, 4 = AVTS directors.

Like Table 10, Table 12 lends itself to analyzing the survey results from a number of different perspectives. However, as with Table 10, "Instructional Leadership" does not appear in the table even though it emerged as one of the highest inservice needs. "Instructional Leadership" was omitted from both tables because they deal only with areas of managerial inservice needs.

Unless inservice education offerings are designed for specific groups within the population of superintendents and executive directors of IUs and AVTSs, it is not readily apparent to this writer how the results of the chi-square tests and analyses of variance might be used by the reader. They are included within this report on the chance that they might prove useful.

Perhaps the most interesting outcome of the tests is the finding that the number of inservice needs perceived by respondents is not related to the amount of experience they have had as school administrators nor is it related to the amount of experience they have had in their present positions. As mentioned above, this might indicate that the kinds of managerial skills represented by these inservice needs are not easily acquired on the job. Furthermore, given the fact that the number of needs expressed by relatively inexperienced respondents did not differ significantly from the number expressed by their more experienced colleagues, the finding might also indicate a weakness in the preservice education typically undertaken by the respondents.

Perhaps one of the most interesting findings of the survey is the fact that "Instructional Leadership" emerged as one of the highest inservice needs of the respondents. Coupled with the fact that curriculum is generally considered one of the most important aspects of a school program, this finding indicates that serious consideration ought to be given to devising ways of meeting this need.

EXECUTIVE ACADEMY NEEDS ASSESSMENT

1980-81
Pennsylvania Department of Education
Harrisburg, PA

Since "Every School a Good School" is the goal of the Pennsylvania Department of Education, the Executive Academy, in planning for its 1980-81 programs, is once again requesting your assistance through the needs assessment instrument. This is a direct charge from Dr. Ronald Lewis, Commissioner for Basic Education, in order to further develop the concept, the planning and the implementation of school improvement. The survey will also help to identify what school administrators perceive as their professional development skill needs for school improvement.

One of the major factors in the development of the administrative training needs assessment has been a reliance on current educational research. The enclosed instrument is an attempt to check the validity of the research as well as to gather specific information about perceived management development needs. The results of the survey will provide an information base for administrative training and professional development for Executive Academies, In-Service Councils and school improvement workshops over the next few years.

The questionnaire is divided into three parts. Part I is open-ended and gathers data on job satisfaction. Part II asks your opinion on perceived needs for management training that you feel would be helpful to you in implementing a process of school improvement. A variety of activities are listed in Part II. Please apply the *general* activities listed to *your own specialized work environment* when responding. Part III gathers demographic data.

The results of this assessment will assist in developing meaningful Executive Academies for the coming year. We, therefore, would very much appreciate your conscientious response to the instrument since *only you can tell us what your needs are.*

Thank you for your cooperation. Please return this questionnaire within the next week using the enclosed envelope to Sylvia S. Cobrin, Bureau of School Improvement, Department of Education, 333 Market Street, Harrisburg, PA 17126.

Enclosure

# ADMINISTRATIVE IN-SERVICE EDUCATIONAL NEEDS ASSESSMENT

## BUREAU OF SCHOOL IMPROVEMENT

### PART I

**YOUR JOB SATISFACTION**

1. As a school administrator, what three aspects of your work give you the most satisfaction during the school year? (1-6)

   a. _____

   b. _____

   c. _____

2. What are the three most pressing problems you experience during the school year? (7-13)

   a. _____

   b. _____

   c. _____

3. What or whom do you find most valuable in dealing with the above problems? (14-20)

   _____

### PART II

**POSSIBLE IN-SERVICE PROGRAMS FOR YOU***

This section relates to the way you perceive your *own* needs for in-service education. Please rate the following items on a scale of one to five or N.A. by circling the appropriate choice. Since you are rating the degree of need, please try to use the entire scale.

| | DEGREE OF NEED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very low 1 | Little 2 | Moderate 3 | Consid-erable 4 | High 5 | Not Applicable N/A | |
| **SECTION ONE** | | | | | | | |
| a. DEVELOPING POLICIES—making standing decisions on important recurring matters. | 1 | 2 | 3 | 4 | 5 | N/A | (21) |
| b. SETTING GOALS—defining and prioritizing desired end results. | 1 | 2 | 3 | 4 | 5 | N/A | (22) |

*Adapted from "The Management Process in 3-D", R. Alec MacKenzie and a disseration by Elizabeth Steege, Allegheny County Community College.



Pennsylvania Department of Education 1980

| | DEGREE OF NEED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very low 1 | Little 2 | Moderate 3 | Consid-erable 4 | High 5 | Not Applicable N/A | |
| c. DEVELOPING STRATEGIES–deciding how and when to achieve goals. | 1 | 2 | 3 | 4 | 5 | N/A | (23) |
| d. PROGRAMMING–establishing priority, sequence, and timing of steps. | 1 | 2 | 3 | 4 | 5 | N/A | (24) |
| e. BUDGETING–allocating resources. | 1 | 2 | 3 | 4 | 5 | N/A | (25) |
| f. SETTING PROCEDURES–standardizing methods. | 1 | 2 | 3 | 4 | 5 | N/A | (26) |
| g. FORECASTING–establishing where present course will lead. | 1 | 2 | 3 | 4 | 5 | N/A | (27) |
| h. INTERPRETATION OF STANDARDIZED TEST DATA–incorporating student test data into planning. | 1 | 2 | 3 | 4 | 5 | N/A | (28) |
| **SECTION TWO** | | | | | | | |
| a. DIAGNOSIS–the ability to assess institutional climate, staff and program needs in complex situations. | 1 | 2 | 3 | 4 | 5 | N/A | (29) |
| b. MONITORING–establishing a system of reviews and checks on progress. | 1 | 2 | 3 | 4 | 5 | N/A | (30) |
| c. ANALYZING PROBLEMS–gather facts, ascertain causes, develop alternative solutions. | 1 | 2 | 3 | 4 | 5 | N/A | (31) |
| d. MANAGING CHANGE–stimulating creativity and innovation in achieving goals consistent with district plans. | 1 | 2 | 3 | 4 | 5 | N/A | (32) |
| e. ESTABLISHING REPORTING SYSTEMS–determining what critical data are needed, how and when. | 1 | 2 | 3 | 4 | 5 | N/A | (33) |
| f. DEVELOPING PERFORMANCE STANDARDS–setting conditions that will exist when key duties are well done. | 1 | 2 | 3 | 4 | 5 | N/A | (34) |
| g. MEASURING RESULTS–ascertaining the extent of deviation from goals and performance standards. | 1 | 2 | 3 | 4 | 5 | N/A | (35) |
| h. TAKING CORRECTIVE ACTION–adjusting plans, consulting with staff to achieve goals. | 1 | 2 | 3 | 4 | 5 | N/A | (36) |
| i. DELEGATING–assigning exact accountability for results. | 1 | 2 | 3 | 4 | 5 | N/A | (37) |
| j. ASSESSING–the ability to design and implement a staff and program evaluation system. | 1 | 2 | 3 | 4 | 5 | N/A | (38) |
| **SECTION THREE** | | | | | | | |
| a. ESTABLISHING ORGANIZATIONAL STRUCTURE–designing organizational chart. | 1 | 2 | 3 | 4 | 5 | N/A | (39) |

| | DEGREE OF NEED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very low | Little | Moderate | Consid-erable | High | Not Applicable | |
| | 1 | 2 | 3 | 4 | 5 | N/A | |
| b. CREATING POSITION DESCRIPTIONS—defining scope, relationships, responsibilities and authority. | 1 | 2 | 3 | 4 | 5 | N/A | (40) |
| c. ESTABLISHING POSITION QUALIFICATIONS—defining qualifications for persons in each position. | 1 | 2 | 3 | 4 | 5 | N/A | (41) |
| d. MAKING DECISIONS—arriving at conclusions and judgments. | 1 | 2 | 3 | 4 | 5 | N/A | (42) |
| e. COMMUNICATING—ensuring understanding. | 1 | 2 | 3 | 4 | 5 | N/A | (43) |
| f. GROUP DYNAMICS—understanding group behavior. | 1 | 2 | 3 | 4 | 5 | N/A | (44) |
| g. LABOR RELATIONS—understanding the history role and rights of unions and professional organizations. | 1 | 2 | 3 | 4 | 5 | N/A | (45) |
| h. TIME MANAGEMENT—using time effectively. | 1 | 2 | 3 | 4 | 5 | N/A | (46) |
| i. INSTRUCTIONAL LEADERSHIP—assurance of appropriate curriculum and instruction. | 1 | 2 | 3 | 4 | 5 | N/A | (47) |
| j. CO-CURRICULAR LEADERSHIP—coordinating inter-scholastic and extracurricular activities. | 1 | 2 | 3 | 4 | 5 | N/A | (48) |
| k. INTERPERSONAL DYNAMICS—using the appropriate leadership style in complex changing situations. | 1 | 2 | 3 | 4 | 5 | N/A | (49) |
| l. INSTRUCTIONAL MATERIALS—utilizing available materials. | 1 | 2 | 3 | 4 | 5 | N/A | (50) |
| m. GOVERNANCE—working with your school board. | 1 | 2 | 3 | 4 | 5 | N/A | (51) |
| **SECTION FOUR** | | | | | | | |
| a. SELECTING—recruiting, placing, and assigning qualified people for each position. | 1 | 2 | 3 | 4 | 5 | N/A | (52) |
| b. TRAINING AND DEVELOPMENT OF PERSONNEL—improving knowledge, attitudes, and skills. | 1 | 2 | 3 | 4 | 5 | N/A | (53) |
| c. MOTIVATING—persuading and inspiring people to take desired action. | 1 | 2 | 3 | 4 | 5 | N/A | (54) |
| d. COORDINATING—relating efforts in the most effective combination. | 1 | 2 | 3 | 4 | 5 | N/A | (55) |
| e. MANAGING DIFFERENCES—encouraging alternative methods of conflict resolution. | 1 | 2 | 3 | 4 | 5 | N/A | (56) |
| f. REINFORCING BEHAVIOR—rewarding and disciplining. | 1 | 2 | 3 | 4 | 5 | N/A | (57) |
| g. TEAM BUILDING—having employees work together in harmony. | 1 | 2 | 3 | 4 | 5 | N/A | (58) |

| | DESIRE OF NEED | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very low 1 | Little 2 | Moderate 3 | Considerable 4 | High 5 | Not Applicable N/A | |
| **SECTION FIVE** | | | | | | | |
| a. COMMUNITY DEVELOPMENT—establishing programs and conditions for active, involved support systems within the community. | 1 | 2 | 3 | 4 | 5 | N/A | (59) |
| b. LEGAL RESPONSIBILITIES—ensuring that the individuals and the institution are in compliance with Federal, State and local government legislation and regulations. | 1 | 2 | 3 | 4 | 5 | N/A | (60) |
| c. COMMUNITY RELATIONS—develop a network of communication with many publics. | 1 | 2 | 3 | 4 | 5 | N/A | (61) |
| d. DECLINING ENROLLMENTS—dealing with the reallocation of resources. | 1 | 2 | 3 | 4 | 5 | N/A | (62) |

This space is provided for you to add additional areas of information or skills which you feel might be of benefit to you.

_____ (63)

_____

_____ (64)

## PART III

### DEMOGRAPHIC DATA

The following information is needed to determine if there are different training needs for different groups of administrators.

1. Your position: (65)

_____ Superintendent _____ IU Executive Director _____ Principal/Elementary School

_____ Principal/Middle School _____ Principal/Junior High School _____ Principal/Senior High School

_____ Other

2. School District Enrollment: (66)

_____ 500,000 or more _____ 15,000 - 30,000 _____ 2,000 - 5,000

_____ 30,000 - 500,000 _____ 5,000 - 15,000 _____ Less than 2,000

3. What best describes the area where your district is located? (67)

_____ Urban/city _____ Town _____ Suburban _____ Rural

4. Total number of years experience you have had as a school administrator. (68)

_____ less than one year _____ three to five years _____ more than ten years

_____ one to two years _____ six to ten years

5. Number of years in your present position. (69)

_____ less than one year _____ three to five years _____ more than ten years

_____ one to two years _____ six to ten years

6. Total enrollment in school(s) under your responsibility. (70)

_____ less than 100 _____ 200 to 500 _____ 1000 to

_____ 100 to 200 _____ 500 to 1000

7. For how many buildings are you responsible? (71)

_____ one _____ two _____ three _____ four _____ more than four

Thank you for your cooperation. Please return this questionnaire within the next week using the enclosed envelope to Sylvia Cobrin, Bureau of School Improvement, 333 Market Street, Harrisburg, PA. 17126.

# APPENDIX C

| ACC # | REC COUNT | POS# | POSITION (OTHER) | |
|---|---|---|---|---|
| 1 | 1 | 5 | INSTRUCTIONAL MEDIA COORD. | 1 |
| 40 | 1 | 5 | DIRECTOR, SECONDARY EDUC. | 2 |
| 43 | 1 | 5 | ADMIN. ASST. TO SUPT. | 3 |
| 74 | 1 | 5 | PRINCIPAL VO-TECH | 4 |
| 112 | 1 | 5 | DIRECTOR, SECONDARY EDUCATION | 5 |
| 141 | 1 | 5 | ASSISTANT TO SUPERINTENDENT | 6 |
| 144 | 1 | 5 | DIR., ELEMENTARY EDUCATION | 7 |
| 151 | 1 | 5 | ADM. ASST. TO SUPT. | 8 |
| 156 | 1 | 5 | ADMINISTRATIVE ASSISTANT | 9 |
| 158 | 1 | 5 | HEAD TEACHER | 10 |
| 165 | 1 | 5 | ADMINISTRATIVE ASSISTANT | 11 |
| 168 | 1 | 5 | ADMINISTRATIVE ASSISTANT | 12 |
| 169 | 1 | 5 | COORDINATOR | 13 |
| 172 | 1 | 5 | DIRECTOR, VO-TECH | 14 |
| 190 | 1 | 5 | ASSISTANT TO SUPERINTENDENT | 15 |
| 204 | 1 | 5 | HEAD TEACHER | 16 |
| 230 | 1 | 5 | DIRECTOR OF ELEM. EDUC. | 17 |
| 237 | 1 | 5 | HEAD TEACHER | 18 |
| 267 | 1 | 5 | ADM. ASST. TO SUPT. | 19 |
| 271 | 1 | 5 | CENTRAL OFFICE ADMINISTATOR | 20 |
| 281 | 1 | 5 | HEAD TEACHER | 21 |
| 332 | 1 | 5 | ADMIN. ASST. | 22 |
| 382 | 1 | 5 | BOOKKEEPING SUPERVISOR | 23 |
| 389 | 1 | 5 | ADMINIS. ASST. | 24 |
| 428 | 1 | 5 | ASST. TO SUPT. | 25 |
| 474 | 1 | 5 | DIRECTOR | 26 |
| 482 | 1 | 5 | ED. SPEC. | 27 |
| 504 | 1 | 5 | HEAD TEACHER | 28 |
| 558 | 1 | 5 | ADMINISTRATIVE ASST. | 29 |
| 564 | 1 | 5 | BUSINESS MANAGER | 30 |
| 568 | 1 | 5 | DIR. OF PERSONNAL | 31 |
| 575 | 1 | 5 | DIR. OF SECONDARY ED. | 32 |
| 589 | 1 | 5 | FEDERAL PROGRAMS | 33 |
| 603 | 1 | 5 | SCHOOL NURSE | 34 |
| 612 | 1 | 5 | HEAD TEACHER | 35 |
| 615 | 1 | 5 | ASST. DIR. VOC. ED. | 36 |
| 621 | 1 | 5 | SUPR.- SP. ED. | 37 |
| 630 | 1 | 5 | PUPIL PERSONNEL DIR. | 38 |
| 632 | 1 | 5 | DIR. OF ED. | 39 |
| 635 | 1 | 5 | ADMIN. ASST. | 40 |
| 642 | 1 | 5 | ADM. DIR. | 41 |
| 666 | 1 | 5 | VO-TECH. SUPV. | 42 |
| 673 | 1 | 5 | CENTRAL OFFICE ADMINISTRATOR | 43 |
| 681 | 1 | 5 | HEAD TEACHER | 44 |
| 684 | 1 | 5 | DIRECTOR, AVTS | 45 |
| 732 | 1 | 5 | DIR.,LIBR. MEDIA SERVICES | 46 |
| 738 | 1 | 5 | DIR.,ELEMENTARY EDUCATION | 47 |
| 739 | 1 | 5 | DIR., SECONDARY EDUCATION | 48 |
| 750 | 1 | 5 | ASST. TO SUPT. | 49 |
| 768 | 1 | 5 | DIR., STUDENT SERVICES | 50 |
| 771 | 1 | 5 | HEAD TEACHER | 51 |
| 790 | 1 | 5 | VICE PRINCIPAL | 52 |
| 797 | 1 | 5 | BO./SUPV. | 53 |

- - - - - - - - - - - - - - - - G R A N D T O T A L S - - - - - - - - - - - - - - - -

52

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# APPENDIX D

## SUMMARY OF DESCRIPTIVE DATA ON 800 RESPONDENTS

### ABOUT YOUR DISTRICT/AGENCY

| | | | | | |
|---|---|---|---|---|---|
| Enrollment (1981-82) (Item 50) | Under 1000<br>40 (5.0%) | 1001-2000<br>167 (21.4%) | 2001-3000<br>188 (24%) | 3001-5000<br>190 (24.3%) | More than 5001<br>197 (25.3%) |
| Type of Area Served (Item 51) | Rural<br>235 (30%) | Rural/Suburban<br>277 (35.4%) | Suburban<br>165 (21%) | Suburban/Urban<br>66 (8.4%) | Urban<br>40 (5.1%) |
| Number of Bldgs. (1981-82) (Item 52) | 1-3<br>136 (17.5%) | 4-7<br>328 (42.1%) | 8-11<br>171 (21.9%) | 12-20<br>90 (11.5%) | More than 20<br>53 (7%) |

### ABOUT YOU

| | | | | | |
|---|---|---|---|---|---|
| Years In Current Position (Item 55) | Less than 1 yr.<br>49 (6.2%) | 1-4 yrs.<br>208 (25.9%) | 5-12 yrs.<br>319 (40.3%) | 13-20 yrs.<br>169 (21.4%) | More than 20 yrs.<br>46 (6.2%) |
| Professional Staff Reporting to Respondent (Item 57) | A total of 484 respondents indicated that a total of 24,527 professionals reported to them, an average of about 50 professionals each. Most of those reporting on this item supervised both teachers and other administrators. | | | | |

# APPENDIX E

- - - - CODE 1 SUPERINTENDENT/ASST SUPT - - - -

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 5 | BUDGETING | 94 | SUPERINTENDENT/ASST SUPT |
| 2 | 27 | INSTRUCTIONAL LEADERSHIP | 81 | SUPERINTENDENT/ASST SUPT |
| 3 | 12 | MANAGING CHANGE | 49 | SUPERINTENDENT/ASST SUPT |
| 4 | 31 | GOVERNANCE | 41 | SUPERINTENDENT/ASST SUPT |
| 5 | 42 | DECLINING ENROLLMENTS | 41 | SUPERINTENDENT/ASST SUPT |
| 6 | 1 | DEVELOPING POLICIES | 39 | SUPERINTENDENT/ASST SUPT |
| 7 | 39 | COMMUNITY DEVELOPMENT | 37 | SUPERINTENDENT/ASST SUPT |
| 8 | 40 | LEGAL RESPONSIBILITIES | 36 | SUPERINTENDENT/ASST SUPT |
| 9 | 33 | TRNG & DEVEL OF PERSONNEL | 34 | SUPERINTENDENT/ASST SUPT |
| 10 | 26 | TIME MANAGEMENT | 31 | SUPERINTENDENT/ASST SUPT |
| 11 | 7 | FORECASTING | 29 | SUPERINTENDENT/ASST SUPT |
| 12 | 32 | SELECTING | 29 | SUPERINTENDENT/ASST SUPT |
| 13 | 34 | MOTIVATING | 27 | SUPERINTENDENT/ASST SUPT |
| 14 | 14 | DEVELOPING PERFORMANCE STNDRDS | 26 | SUPERINTENDENT/ASST SUPT |
| 15 | 38 | TEAM BUILDING | 26 | SUPERINTENDENT/ASST SUPT |
| 16 | 9 | DIAGNOSIS | 23 | SUPERINTENDENT/ASST SUPT |
| 17 | 23 | COMMUNICATING | 22 | SUPERINTENDENT/ASST SUPT |
| 18 | 29 | INTERPERSONAL DYNAMICS | 22 | SUPERINTENDENT/ASST SUPT |
| 19 | 2 | SETTING GOALS | 20 | SUPERINTENDENT/ASST SUPT |
| 20 | 15 | MEASURING RESULTS | 20 | SUPERINTENDENT/ASST SUPT |
| 21 | 24 | GROUP DYNAMICS | 20 | SUPERINTENDENT/ASST SUPT |
| 22 | 41 | COMMUNITY RELATIONS | 20 | SUPERINTENDENT/ASST SUPT |
| 23 | 36 | MANAGING DIFFERENCES | 19 | SUPERINTENDENT/ASST SUPT |
| 24 | 18 | ASSESSING | 18 | SUPERINTENDENT/ASST SUPT |
| 25 | 25 | LABOR RELATIONS | 16 | SUPERINTENDENT/ASST SUPT |
| 26 | 8 | INTERP. OF STANDARDIZED TESTS | 15 | SUPERINTENDENT/ASST SUPT |
| 27 | 4 | PROGRAMMING | 14 | SUPERINTENDENT/ASST SUPT |
| 28 | 10 | MONITORING | 13 | SUPERINTENDENT/ASST SUPT |
| 29 | 22 | MAKING DECISIONS | 13 | SUPERINTENDENT/ASST SUPT |
| 30 | 3 | DEVELOPING STRATEGIES | 10 | SUPERINTENDENT/ASST SUPT |
| 31 | 17 | DELEGATING | 10 | SUPERINTENDENT/ASST SUPT |
| 32 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 10 | SUPERINTENDENT/ASST SUPT |
| 33 | 30 | INSTRUCTIONAL MATERIALS | 10 | SUPERINTENDENT/ASST SUPT |
| 34 | 37 | REINFORCING BEHAVIOR | 9 | SUPERINTENDENT/ASST SUPT |
| 35 | 35 | COORDINATING | 7 | SUPERINTENDENT/ASST SUPT |
| 36 | 28 | CO-CURRICULAR LEADERSHIP | 6 | SUPERINTENDENT/ASST SUPT |
| 37 | 13 | ESTABLISHING REPORTING SYSTEMS | 4 | SUPERINTENDENT/ASST SUPT |
| 38 | 16 | TAKING CORRECTIVE ACTION | 3 | SUPERINTENDENT/ASST SUPT |
| 39 | 19 | ESTABLISHING ORG'L STRUCTURE | 3 | SUPERINTENDENT/ASST SUPT |
| 40 | 20 | CREATING POSITION DESCRIPTIONS | 3 | SUPERINTENDENT/ASST SUPT |
| 41 | 11 | ANALYZING PROBLEMS | 1 | SUPERINTENDENT/ASST SUPT |
| 42 | 6 | SETTING PROCEDURES | 0 | SUPERINTENDENT/ASST SUPT |

- - - - - T O T A L S FOR SUPERINTENDENT/ASST SUPT - - - - - - - - - - - - - - -
951

- - - - - AVERAGE FOR SUPERINTENDENT/ASST SUPT - - - - - - - - - - - - - - - -
23

- - - - - STANDARD DEV SUPERINTENDENT/ASST SUPT - - - - - - - - - - - - - - - -
19

CODE: 2 HS PRINCIPAL/ASST PRINC

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 70 | HS PRINCIPAL/ASST PRINC |
| 2 | 34 | MOTIVATING | 44 | HS PRINCIPAL/ASST PRINC |
| 3 | 33 | TRNG & DEVEL OF PERSONNEL | 33 | HS PRINCIPAL/ASST PRINC |
| 4 | 23 | COMMUNICATING | 31 | HS PRINCIPAL/ASST PRINC |
| 5 | 40 | LEGAL RESPONSIBILITIES | 31 | HS PRINCIPAL/ASST PRINC |
| 6 | 26 | TIME MANAGEMENT | 30 | HS PRINCIPAL/ASST PRINC |
| 7 | 39 | COMMUNITY DEVELOPMENT | 29 | HS PRINCIPAL/ASST PRINC |
| 8 | 9 | DIAGNOSIS | 26 | HS PRINCIPAL/ASST PRINC |
| 9 | 2 | SETTING GOALS | 24 | HS PRINCIPAL/ASST PRINC |
| 10 | 42 | DECLINING ENROLLMENTS | 24 | HS PRINCIPAL/ASST PRINC |
| 11 | 38 | TEAM BUILDING | 23 | HS PRINCIPAL/ASST PRINC |
| 12 | 12 | MANAGING CHANGE | 21 | HS PRINCIPAL/ASST PRINC |
| 13 | 1 | DEVELOPING POLICIES | 20 | HS PRINCIPAL/ASST PRINC |
| 14 | 3 | DEVELOPING STRATEGIES | 19 | HS PRINCIPAL/ASST PRINC |
| 15 | 22 | MAKING DECISIONS | 18 | HS PRINCIPAL/ASST PRINC |
| 16 | 41 | COMMUNITY RELATIONS | 18 | HS PRINCIPAL/ASST PRINC |
| 17 | 17 | DELEGATING | 17 | HS PRINCIPAL/ASST PRINC |
| 18 | 37 | REINFORCING BEHAVIOR | 17 | HS PRINCIPAL/ASST PRINC |
| 19 | 18 | ASSESSING | 16 | HS PRINCIPAL/ASST PRINC |
| 20 | 7 | FORECASTING | 14 | HS PRINCIPAL/ASST PRINC |
| 21 | 32 | SELECTING | 14 | HS PRINCIPAL/ASST PRINC |
| 22 | 10 | MONITORING | 13 | HS PRINCIPAL/ASST PRINC |
| 23 | 14 | DEVELOPING PERFORMANCE STNDRDS | 13 | HS PRINCIPAL/ASST PRINC |
| 24 | 5 | BUDGETING | 12 | HS PRINCIPAL/ASST PRINC |
| 25 | 8 | INTERP. OF STANDARDIZED TESTS | 11 | HS PRINCIPAL/ASST PRINC |
| 26 | 24 | GROUP DYNAMICS | 10 | HS PRINCIPAL/ASST PRINC |
| 27 | 16 | TAKING CORRECTIVE ACTION | 9 | HS PRINCIPAL/ASST PRINC |
| 28 | 20 | CREATING POSITION DESCRIPTIONS | 9 | HS PRINCIPAL/ASST PRINC |
| 29 | 13 | ESTABLISHING REPORTING SYSTEMS | 8 | HS PRINCIPAL/ASST PRINC |
| 30 | 29 | INTERPERSONAL DYNAMICS | 8 | HS PRINCIPAL/ASST PRINC |
| 31 | 31 | GOVERNANCE | 8 | HS PRINCIPAL/ASST PRINC |
| 32 | 4 | PROGRAMMING | 7 | HS PRINCIPAL/ASST PRINC |
| 33 | 28 | CO-CURRICULAR LEADERSHIP | 7 | HS PRINCIPAL/ASST PRINC |
| 34 | 11 | ANALYZING PROBLEMS | 6 | HS PRINCIPAL/ASST PRINC |
| 35 | 6 | SETTING PROCEDURES | 5 | HS PRINCIPAL/ASST PRINC |
| 36 | 36 | MANAGING DIFFERENCES | 5 | HS PRINCIPAL/ASST PRINC |
| 37 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 4 | HS PRINCIPAL/ASST PRINC |
| 38 | 25 | LABOR RELATIONS | 4 | HS PRINCIPAL/ASST PRINC |
| 39 | 15 | MEASURING RESULTS | 3 | HS PRINCIPAL/ASST PRINC |
| 40 | 35 | COORDINATING | 2 | HS PRINCIPAL/ASST PRINC |
| 41 | 30 | INSTRUCTIONAL MATERIALS | 1 | HS PRINCIPAL/ASST PRINC |
| 42 | 19 | ESTABLISHING ORG'L STRUCTURE | 0 | HS PRINCIPAL/ASST PRINC |

T O T A L S FOR HS PRINCIPAL/ASST PRINC
684

AVERAGE FOR HS PRINCIPAL/ASST PRINC
16

STANDARD DEV. HS PRINCIPAL/ASST PRINC
13

CODE: 3 JH/MS PRINCIPAL/ASST PR

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 57 | JH/MS PRINCIPAL/ASST PR |
| 2 | 33 | TRNG & DEVEL OF PERSONNEL | 47 | JH/MS PRINCIPAL/ASST PR |
| 3 | 34 | MOTIVATING | 43 | JH/MS PRINCIPAL/ASST PR |
| 4 | 12 | MANAGING CHANGE | 37 | JH/MS PRINCIPAL/ASST PR |
| 5 | 38 | TEAM BUILDING | 31 | JH/MS PRINCIPAL/ASST PR |
| 6 | 2 | SETTING GOALS | 25 | JH/MS PRINCIPAL/ASST PR |
| 7 | 9 | DIAGNOSIS | 25 | JH/MS PRINCIPAL/ASST PR |
| 8 | 41 | COMMUNITY RELATIONS | 22 | JH/MS PRINCIPAL/ASST PR |
| 9 | 42 | DECLINING ENROLLMENTS | 22 | JH/MS PRINCIPAL/ASST PR |
| 10 | 14 | DEVELOPING PERFORMANCE STNDRDS | 21 | JH/MS PRINCIPAL/ASST PR |
| 11 | 26 | TIME MANAGEMENT | 21 | JH/MS PRINCIPAL/ASST PR |
| 12 | 23 | COMMUNICATING | 19 | JH/MS PRINCIPAL/ASST PR |
| 13 | 40 | LEGAL RESPONSIBILITIES | 19 | JH/MS PRINCIPAL/ASST PR |
| 14 | 5 | BUDGETING | 18 | JH/MS PRINCIPAL/ASST PR |
| 15 | 18 | ASSESSING | 18 | JH/MS PRINCIPAL/ASST PR |
| 16 | 29 | INTERPERSONAL DYNAMICS | 15 | JH/MS PRINCIPAL/ASST PR |
| 17 | 8 | INTERP. OF STANDARDIZED TESTS | 13 | JH/MS PRINCIPAL/ASST PR |
| 18 | 17 | DELEGATING | 12 | JH/MS PRINCIPAL/ASST PR |
| 19 | 22 | MAKING DECISIONS | 11 | JH/MS PRINCIPAL/ASST PR |
| 20 | 31 | GOVERNANCE | 11 | JH/MS PRINCIPAL/ASST PR |
| 21 | 7 | FORECASTING | 10 | JH/MS PRINCIPAL/ASST PR |
| 22 | 11 | ANALYZING PROBLEMS | 10 | JH/MS PRINCIPAL/ASST PR |
| 23 | 1 | DEVELOPING POLICIES | 9 | JH/MS PRINCIPAL/ASST PR |
| 24 | 3 | DEVELOPING STRATEGIES | 9 | JH/MS PRINCIPAL/ASST PR |
| 25 | 10 | MONITORING | 9 | JH/MS PRINCIPAL/ASST PR |
| 26 | 32 | SELECTING | 9 | JH/MS PRINCIPAL/ASST PR |
| 27 | 16 | TAKING CORRECTIVE ACTION | 7 | JH/MS PRINCIPAL/ASST PR |
| 28 | 37 | REINFORCING BEHAVIOR | 7 | JH/MS PRINCIPAL/ASST PR |
| 29 | 39 | COMMUNITY DEVELOPMENT | 7 | JH/MS PRINCIPAL/ASST PR |
| 30 | 24 | GROUP DYNAMICS | 6 | JH/MS PRINCIPAL/ASST PR |
| 31 | 4 | PROGRAMMING | 5 | JH/MS PRINCIPAL/ASST PR |
| 32 | 30 | INSTRUCTIONAL MATERIALS | 5 | JH/MS PRINCIPAL/ASST PR |
| 33 | 36 | MANAGING DIFFERENCES | 5 | JH/MS PRINCIPAL/ASST PR |
| 34 | 20 | CREATING POSITION DESCRIPTIONS | 4 | JH/MS PRINCIPAL/ASST PR |
| 35 | 28 | CO-CURRICULAR LEADERSHIP | 4 | JH/MS PRINCIPAL/ASST PR |
| 36 | 15 | MEASURING RESULTS | 3 | JH/MS PRINCIPAL/ASST PR |
| 37 | 19 | ESTABLISHING ORG'L STRUCTURE | 3 | JH/MS PRINCIPAL/ASST PR |
| 38 | 13 | ESTABLISHING REPORTING SYSTEMS | 2 | JH/MS PRINCIPAL/ASST PR |
| 39 | 21 | ESTABLISHING POS QUALIFIC'TNS | 2 | JH/MS PRINCIPAL/ASST PR |
| 40 | 6 | SETTING PROCEDURES | 0 | JH/MS PRINCIPAL/ASST PR |
| 41 | 25 | LABOR RELATIONS | 0 | JH/MS PRINCIPAL/ASST PR |
| 42 | 35 | COORDINATING | 0 | JH/MS PRINCIPAL/ASST PR |

T O T A L S FOR JH/MS PRINCIPAL/ASST PR

603

AVERAGE FOR JH/MS PRINCIPAL/ASST PR

14

STANDARD DEV JH/MS PRINCIPAL/ASST PR

13

CODE: 4 ELEM PRINC/ASST PRINC

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 122 | ELEM PRINC/ASST PRINC |
| 2 | 34 | MOTIVATING | 88 | ELEM PRINC/ASST PRINC |
| 3 | 26 | TIME MANAGEMENT | 78 | ELEM PRINC/ASST PRINC |
| 4 | 38 | TEAM BUILDING | 77 | ELEM PRINC/ASST PRINC |
| 5 | 33 | TRNG & DEVEL OF PERSONNEL | 75 | ELEM PRINC/ASST PRINC |
| 6 | 39 | COMMUNITY DEVELOPMENT | 58 | ELEM PRINC/ASST PRINC |
| 7 | 2 | SETTING GOALS | 49 | ELEM PRINC/ASST PRINC |
| 8 | 8 | INTERP. OF STANDARDIZED TESTS | 47 | ELEM PRINC/ASST PRINC |
| 9 | 9 | DIAGNOSIS | 45 | ELEM PRINC/ASST PRINC |
| 10 | 12 | MANAGING CHANGE | 44 | ELEM PRINC/ASST PRINC |
| 11 | 18 | ASSESSING | 39 | ELEM PRINC/ASST PRINC |
| 12 | 29 | INTERPERSONAL DYNAMICS | 39 | ELEM PRINC/ASST PRINC |
| 13 | 40 | LEGAL RESPONSIBILITIES | 39 | ELEM PRINC/ASST PRINC |
| 14 | 42 | DECLINING ENROLLMENTS | 38 | ELEM PRINC/ASST PRINC |
| 15 | 37 | REINFORCING BEHAVIOR | 33 | ELEM PRINC/ASST PRINC |
| 16 | 41 | COMMUNITY RELATIONS | 32 | ELEM PRINC/ASST PRINC |
| 17 | 31 | GOVERNANCE | 25 | ELEM PRINC/ASST PRINC |
| 18 | 23 | COMMUNICATING | 24 | ELEM PRINC/ASST PRINC |
| 19 | 11 | ANALYZING PROBLEMS | 21 | ELEM PRINC/ASST PRINC |
| 20 | 7 | FORECASTING | 19 | ELEM PRINC/ASST PRINC |
| 21 | 5 | BUDGETING | 18 | ELEM PRINC/ASST PRINC |
| 22 | 24 | GROUP DYNAMICS | 18 | ELEM PRINC/ASST PRINC |
| 23 | 3 | DEVELOPING STRATEGIES | 17 | ELEM PRINC/ASST PRINC |
| 24 | 14 | DEVELOPING PERFORMANCE STNDRDS | 17 | ELEM PRINC/ASST PRINC |
| 25 | 32 | SELECTING | 17 | ELEM PRINC/ASST PRINC |
| 26 | 36 | MANAGING DIFFERENCES | 17 | ELEM PRINC/ASST PRINC |
| 27 | 10 | MONITORING | 16 | ELEM PRINC/ASST PRINC |
| 28 | 13 | ESTABLISHING REPORTING SYSTEMS | 14 | ELEM PRINC/ASST PRINC |
| 29 | 16 | TAKING CORRECTIVE ACTION | 14 | ELEM PRINC/ASST PRINC |
| 30 | 4 | PROGRAMMING | 13 | ELEM PRINC/ASST PRINC |
| 31 | 22 | MAKING DECISIONS | 13 | ELEM PRINC/ASST PRINC |
| 32 | 25 | LABOR RELATIONS | 10 | ELEM PRINC/ASST PRINC |
| 33 | 1 | DEVELOPING POLICIES | 9 | ELEM PRINC/ASST PRINC |
| 34 | 30 | INSTRUCTIONAL MATERIALS | 8 | ELEM PRINC/ASST PRINC |
| 35 | 15 | MEASURING RESULTS | 7 | ELEM PRINC/ASST PRINC |
| 36 | 17 | DELEGATING | 7 | ELEM PRINC/ASST PRINC |
| 37 | 35 | COORDINATING | 6 | ELEM PRINC/ASST PRINC |
| 38 | 6 | SETTING PROCEDURES | 5 | ELEM PRINC/ASST PRINC |
| 39 | 28 | CO-CURRICULAR LEADERSHIP | 5 | ELEM PRINC/ASST PRINC |
| 40 | 20 | CREATING POSITION DESCRIPTIONS | 3 | ELEM PRINC/ASST PRINC |
| 41 | 19 | ESTABLISHING ORG'L STRUCTURE | 2 | ELEM PRINC/ASST PRINC |
| 42 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 1 | ELEM PRINC/ASST PRINC |

T O T A L S FOR ELEM PRINC/ASST PRINC 1229

AVERAGE FOR ELEM PRINC/ASST PRINC 29

STANDARD DEV ELEM PRINC/ASST PRINC 27

- - - - CODE: 5 OTHER(SEE LIST) - - - -

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 5 | BUDGETING | 36 | OTHER(SEE LIST) |
| 2 | 27 | INSTRUCTIONAL LEADERSHIP | 23 | OTHER(SEE LIST) |
| 3 | 34 | MOTIVATING | 15 | OTHER(SEE LIST) |
| 4 | 26 | TIME MANAGEMENT | 14 | OTHER(SEE LIST) |
| 5 | 33 | TRNG & DEVEL OF PERSONNEL | 13 | OTHER(SEE LIST) |
| 6 | 32 | SELECTING | 12 | OTHER(SEE LIST) |
| 7 | 36 | MANAGING DIFFERENCES | 12 | OTHER(SEE LIST) |
| 8 | 38 | TEAM BUILDING | 12 | OTHER(SEE LIST) |
| 9 | 40 | LEGAL RESPONSIBILITIES | 12 | OTHER(SEE LIST) |
| 10 | 20 | CREATING POSITION DESCRIPTIONS | 11 | OTHER(SEE LIST) |
| 11 | 23 | COMMUNICATING | 11 | OTHER(SEE LIST) |
| 12 | 42 | DECLINING ENROLLMENTS | 11 | OTHER(SEE LIST) |
| 13 | 1 | DEVELOPING POLICIES | 9 | OTHER(SEE LIST) |
| 14 | 39 | COMMUNITY DEVELOPMENT | 9 | OTHER(SEE LIST) |
| 15 | 9 | DIAGNOSIS | 8 | OTHER(SEE LIST) |
| 16 | 17 | DELEGATING | 7 | OTHER(SEE LIST) |
| 17 | 18 | ASSESSING | 7 | OTHER(SEE LIST) |
| 18 | 25 | LABOR RELATIONS | 7 | OTHER(SEE LIST) |
| 19 | 8 | INTERP. OF STANDARDIZED TESTS | 6 | OTHER(SEE LIST) |
| 20 | 31 | GOVERNANCE | 6 | OTHER(SEE LIST) |
| 21 | 10 | MONITORING | 5 | OTHER(SEE LIST) |
| 22 | 12 | MANAGING CHANGE | 5 | OTHER(SEE LIST) |
| 23 | 37 | REINFORCING BEHAVIOR | 5 | OTHER(SEE LIST) |
| 24 | 41 | COMMUNITY RELATIONS | 5 | OTHER(SEE LIST) |
| 25 | 7 | FORECASTING | 4 | OTHER(SEE LIST) |
| 26 | 14 | DEVELOPING PERFORMANCE STNDRDS | 4 | OTHER(SEE LIST) |
| 27 | 24 | GROUP DYNAMICS | 4 | OTHER(SEE LIST) |
| 28 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 3 | OTHER(SEE LIST) |
| 29 | 22 | MAKING DECISIONS | 3 | OTHER(SEE LIST) |
| 30 | 3 | DEVELOPING STRATEGIES | 2 | OTHER(SEE LIST) |
| 31 | 35 | COORDINATING | 2 | OTHER(SEE LIST) |
| 32 | 4 | PROGRAMMING | 1 | OTHER(SEE LIST) |
| 33 | 6 | SETTING PROCEDURES | 1 | OTHER(SEE LIST) |
| 34 | 15 | MEASURING RESULTS | 1 | OTHER(SEE LIST) |
| 35 | 28 | CO-CURRICULAR LEADERSHIP | 1 | OTHER(SEE LIST) |
| 36 | 2 | SETTING GOALS | 0 | OTHER(SEE LIST) |
| 37 | 11 | ANALYZING PROBLEMS | 0 | OTHER(SEE LIST) |
| 38 | 13 | ESTABLISHING REPORTING SYSTEMS | 0 | OTHER(SEE LIST) |
| 39 | 16 | TAKING CORRECTIVE ACTION | 0 | OTHER(SEE LIST) |
| 40 | 19 | ESTABLISHING ORG'L. STRUCTURE | 0 | OTHER(SEE LIST) |
| 41 | 29 | INTERPERSONAL DYNAMICS | 0 | OTHER(SEE LIST) |
| 42 | 30 | INSTRUCTIONAL MATERIALS | 0 | OTHER(SEE LIST) |

- - - - - T O T A L S FOR OTHER(SEE LIST) - - - - - - - - - - - - - - - - - -

287

- - - - - AVERAGE FOR OTHER(SEE LIST) - - - - - - - - - - - - - - - - - - -

7

- - - - - STANDARD DEV. OTHER(SEE LIST) - - - - - - - - - - - - - - - - - -

7

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

CODE: 6 CURRIC/INSTR STAFF-LOCAL

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 43 | CURRIC/INSTR STAFF-LOCAL |
| 2 | 34 | MOTIVATING | 19 | CURRIC/INSTR STAFF-LOCAL |
| 3 | 8 | INTERP. OF STANDARDIZED TESTS | 18 | CURRIC/INSTR STAFF-LOCAL |
| 4 | 33 | TRNG & DEVEL OF PERSONNEL | 16 | CURRIC/INSTR STAFF-LOCAL |
| 5 | 10 | MONITORING | 12 | CURRIC/INSTR STAFF-LOCAL |
| 6 | 39 | COMMUNITY DEVELOPMENT | 12 | CURRIC/INSTR STAFF-LOCAL |
| 7 | 7 | FORECASTING | 10 | CURRIC/INSTR STAFF-LOCAL |
| 8 | 9 | DIAGNOSIS | 9 | CURRIC/INSTR STAFF-LOCAL |
| 9 | 18 | ASSESSING | 9 | CURRIC/INSTR STAFF-LOCAL |
| 10 | 23 | COMMUNICATING | 9 | CURRIC/INSTR STAFF-LOCAL |
| 11 | 5 | BUDGETING | 7 | CURRIC/INSTR STAFF-LOCAL |
| 12 | 12 | MANAGING CHANGE | 7 | CURRIC/INSTR STAFF-LOCAL |
| 13 | 41 | COMMUNITY RELATIONS | 7 | CURRIC/INSTR STAFF-LOCAL |
| 14 | 42 | DECLINING ENROLLMENTS | 7 | CURRIC/INSTR STAFF-LOCAL |
| 15 | 14 | DEVELOPING PERFORMANCE STNDRDS | 6 | CURRIC/INSTR STAFF-LOCAL |
| 16 | 40 | LEGAL RESPONSIBILITIES | 6 | CURRIC/INSTR STAFF-LOCAL |
| 17 | 1 | DEVELOPING POLICIES | 5 | CURRIC/INSTR STAFF-LOCAL |
| 18 | 4 | PROGRAMMING | 5 | CURRIC/INSTR STAFF-LOCAL |
| 19 | 17 | DELEGATING | 5 | CURRIC/INSTR STAFF-LOCAL |
| 20 | 25 | LABOR RELATIONS | 5 | CURRIC/INSTR STAFF-LOCAL |
| 21 | 38 | TEAM BUILDING | 5 | CURRIC/INSTR STAFF-LOCAL |
| 22 | 11 | ANALYZING PROBLEMS | 4 | CURRIC/INSTR STAFF-LOCAL |
| 23 | 29 | INTERPERSONAL DYNAMICS | 4 | CURRIC/INSTR STAFF-LOCAL |
| 24 | 31 | GOVERNANCE | 4 | CURRIC/INSTR STAFF-LOCAL |
| 25 | 32 | SELECTING | 4 | CURRIC/INSTR STAFF-LOCAL |
| 26 | 2 | SETTING GOALS | 3 | CURRIC/INSTR STAFF-LOCAL |
| 27 | 3 | DEVELOPING STRATEGIES | 2 | CURRIC/INSTR STAFF-LOCAL |
| 28 | 6 | SETTING PROCEDURES | 2 | CURRIC/INSTR STAFF-LOCAL |
| 29 | 19 | ESTABLISHING ORG'L STRUCTURE | 2 | CURRIC/INSTR STAFF-LOCAL |
| 30 | 22 | MAKING DECISIONS | 2 | CURRIC/INSTR STAFF-LOCAL |
| 31 | 24 | GROUP DYNAMICS | 2 | CURRIC/INSTR STAFF-LOCAL |
| 32 | 26 | TIME MANAGEMENT | 2 | CURRIC/INSTR STAFF-LOCAL |
| 33 | 16 | TAKING CORRECTIVE ACTION | 1 | CURRIC/INSTR STAFF-LOCAL |
| 34 | 30 | INSTRUCTIONAL MATERIALS | 1 | CURRIC/INSTR STAFF-LOCAL |
| 35 | 36 | MANAGING DIFFERENCES | 1 | CURRIC/INSTR STAFF-LOCAL |
| 36 | 37 | REINFORCING BEHAVIOR | 1 | CURRIC/INSTR STAFF-LOCAL |
| 37 | 13 | ESTABLISHING REPORTING SYSTEMS | 0 | CURRIC/INSTR STAFF-LOCAL |
| 38 | 15 | MEASURING RESULTS | 0 | CURRIC/INSTR STAFF-LOCAL |
| 39 | 20 | CREATING POSITION DESCRIPTIONS | 0 | CURRIC/INSTR STAFF-LOCAL |
| 40 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 0 | CURRIC/INSTR STAFF-LOCAL |
| 41 | 28 | CO-CURRICULAR LEADERSHIP | 0 | CURRIC/INSTR STAFF-LOCAL |
| 42 | 35 | COORDINATING | 0 | CURRIC/INSTR STAFF-LOCAL |

T O T A L S FOR CURRIC/INSTR STAFF-LOCAL
257

AVERAGE FOR CURRIC/INSTR STAFF-LOCAL
6

STANDARD DEV CURRIC/INSTR STAFF-LOCAL
7

CODE 7 BUSINESS STAFF-LOCAL DIST

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 5 | BUDGETING | 69 | BUSINESS STAFF-LOCAL DIST |
| 2 | 40 | LEGAL RESPONSIBILITIES | 30 | BUSINESS STAFF-LOCAL DIST |
| 3 | 42 | DECLINING ENROLLMENTS | 18 | BUSINESS STAFF-LOCAL DIST |
| 4 | 7 | FORECASTING | 17 | BUSINESS STAFF-LOCAL DIST |
| 5 | 31 | GOVERNANCE | 17 | BUSINESS STAFF-LOCAL DIST |
| 6 | 25 | LABOR RELATIONS | 15 | BUSINESS STAFF-LOCAL DIST |
| 7 | 26 | TIME MANAGEMENT | 14 | BUSINESS STAFF-LOCAL DIST |
| 8 | 13 | ESTABLISHING REPORTING SYSTEMS | 8 | BUSINESS STAFF-LOCAL DIST |
| 9 | 1 | DEVELOPING POLICIES | 7 | BUSINESS STAFF-LOCAL DIST |
| 10 | 18 | ASSESSING | 7 | BUSINESS STAFF-LOCAL DIST |
| 11 | 22 | MAKING DECISIONS | 7 | BUSINESS STAFF-LOCAL DIST |
| 12 | 23 | COMMUNICATING | 7 | BUSINESS STAFF-LOCAL DIST |
| 13 | 15 | MEASURING RESULTS | 6 | BUSINESS STAFF-LOCAL DIST |
| 14 | 20 | CREATING POSITION DESCRIPTIONS | 6 | BUSINESS STAFF-LOCAL DIST |
| 15 | 32 | SELECTING | 6 | BUSINESS STAFF-LOCAL DIST |
| 16 | 12 | MANAGING CHANGE | 5 | BUSINESS STAFF-LOCAL DIST |
| 17 | 19 | ESTABLISHING ORG'L STRUCTURE | 5 | BUSINESS STAFF-LOCAL DIST |
| 18 | 2 | SETTING GOALS | 4 | BUSINESS STAFF-LOCAL DIST |
| 19 | 3 | DEVELOPING STRATEGIES | 4 | BUSINESS STAFF-LOCAL DIST |
| 20 | 4 | PROGRAMMING | 4 | BUSINESS STAFF-LOCAL DIST |
| 21 | 17 | DELEGATING | 4 | BUSINESS STAFF-LOCAL DIST |
| 22 | 34 | MOTIVATING | 4 | BUSINESS STAFF-LOCAL DIST |
| 23 | 38 | TEAM BUILDING | 4 | BUSINESS STAFF-LOCAL DIST |
| 24 | 11 | ANALYZING PROBLEMS | 3 | BUSINESS STAFF-LOCAL DIST |
| 25 | 14 | DEVELOPING PERFORMANCE STNDRDS | 3 | BUSINESS STAFF-LOCAL DIST |
| 26 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 3 | BUSINESS STAFF-LOCAL DIST |
| 27 | 39 | COMMUNITY DEVELOPMENT | 3 | BUSINESS STAFF-LOCAL DIST |
| 28 | 35 | COORDINATING | 2 | BUSINESS STAFF-LOCAL DIST |
| 29 | 36 | MANAGING DIFFERENCES | 2 | BUSINESS STAFF-LOCAL DIST |
| 30 | 41 | COMMUNITY RELATIONS | 2 | BUSINESS STAFF-LOCAL DIST |
| 31 | 6 | SETTING PROCEDURES | 1 | BUSINESS STAFF-LOCAL DIST |
| 32 | 9 | DIAGNOSIS | 1 | BUSINESS STAFF-LOCAL DIST |
| 33 | 8 | INTERP. OF STANDARDIZED TESTS | 0 | BUSINESS STAFF-LOCAL DIST |
| 34 | 10 | MONITORING | 0 | BUSINESS STAFF-LOCAL DIST |
| 35 | 16 | TAKING CORRECTIVE ACTION | 0 | BUSINESS STAFF-LOCAL DIST |
| 36 | 24 | GROUP DYNAMICS | 0 | BUSINESS STAFF-LOCAL DIST |
| 37 | 27 | INSTRUCTIONAL LEADERSHIP | 0 | BUSINESS STAFF-LOCAL DIST |
| 38 | 28 | CO-CURRICULAR LEADERSHIP | 0 | BUSINESS STAFF-LOCAL DIST |
| 39 | 29 | INTERPERSONAL DYNAMICS | 0 | BUSINESS STAFF-LOCAL DIST |
| 40 | 30 | INSTRUCTIONAL MATERIALS | 0 | BUSINESS STAFF-LOCAL DIST |
| 41 | 33 | TRNG & DEVEL OF PERSONNEL | 0 | BUSINESS STAFF-LOCAL DIST |
| 42 | 37 | REINFORCING BEHAVIOR | 0 | BUSINESS STAFF-LOCAL DIST |

T O T A L S FOR BUSINESS STAFF-LOCAL DIST
288

AVERAGE FOR BUSINESS STAFF-LOCAL DIST
7

STANDARD DEV. BUSINESS STAFF-LOCAL DIST
12

CODE 8 INTERMEDIATE UNIT STAFF

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 33 | TRNG & DEVEL OF PERSONNEL | 12 | INTERMEDIATE UNIT STAFF |
| 2 | 29 | INTERPERSONAL DYNAMICS | 8 | INTERMEDIATE UNIT STAFF |
| 3 | 5 | BUDGETING | 6 | INTERMEDIATE UNIT STAFF |
| 4 | 12 | MANAGING CHANGE | 6 | INTERMEDIATE UNIT STAFF |
| 5 | 27 | INSTRUCTIONAL LEADERSHIP | 6 | INTERMEDIATE UNIT STAFF |
| 6 | 31 | GOVERNANCE | 5 | INTERMEDIATE UNIT STAFF |
| 7 | 34 | MOTIVATING | 5 | INTERMEDIATE UNIT STAFF |
| 8 | 10 | MONITORING | 4 | INTERMEDIATE UNIT STAFF |
| 9 | 1 | DEVELOPING POLICIES | 3 | INTERMEDIATE UNIT STAFF |
| 10 | 9 | DIAGNOSIS | 3 | INTERMEDIATE UNIT STAFF |
| 11 | 14 | DEVELOPING PERFORMANCE STNDRDS | 3 | INTERMEDIATE UNIT STAFF |
| 12 | 25 | LABOR RELATIONS | 3 | INTERMEDIATE UNIT STAFF |
| 13 | 2 | SETTING GOALS | 2 | INTERMEDIATE UNIT STAFF |
| 14 | 6 | SETTING PROCEDURES | 2 | INTERMEDIATE UNIT STAFF |
| 15 | 7 | FORECASTING | 2 | INTERMEDIATE UNIT STAFF |
| 16 | 8 | INTERP. OF STANDARDIZED TESTS | 2 | INTERMEDIATE UNIT STAFF |
| 17 | 11 | ANALYZING PROBLEMS | 2 | INTERMEDIATE UNIT STAFF |
| 18 | 15 | MEASURING RESULTS | 2 | INTERMEDIATE UNIT STAFF |
| 19 | 23 | COMMUNICATING | 2 | INTERMEDIATE UNIT STAFF |
| 20 | 36 | MANAGING DIFFERENCES | 2 | INTERMEDIATE UNIT STAFF |
| 21 | 38 | TEAM BUILDING | 2 | INTERMEDIATE UNIT STAFF |
| 22 | 40 | LEGAL RESPONSIBILITIES | 1 | INTERMEDIATE UNIT STAFF |
| 23 | 3 | DEVELOPING STRATEGIES | 0 | INTERMEDIATE UNIT STAFF |
| 24 | 4 | PROGRAMMING | 0 | INTERMEDIATE UNIT STAFF |
| 25 | 13 | ESTABLISHING REPORTING SYSTEMS | 0 | INTERMEDIATE UNIT STAFF |
| 26 | 16 | TAKING CORRECTIVE ACTION | 0 | INTERMEDIATE UNIT STAFF |
| 27 | 17 | DELEGATING | 0 | INTERMEDIATE UNIT STAFF |
| 28 | 18 | ASSESSING | 0 | INTERMEDIATE UNIT STAFF |
| 29 | 19 | ESTABLISHING ORG'L STRUCTURE | 0 | INTERMEDIATE UNIT STAFF |
| 30 | 20 | CREATING POSITION DESCRIPTIONS | 0 | INTERMEDIATE UNIT STAFF |
| 31 | 21 | ESTABLISHING POS QUALIFIC'TNS | 0 | INTERMEDIATE UNIT STAFF |
| 32 | 22 | MAKING DECISIONS | 0 | INTERMEDIATE UNIT STAFF |
| 33 | 24 | GROUP DYNAMICS | 0 | INTERMEDIATE UNIT STAFF |
| 34 | 26 | TIME MANAGEMENT | 0 | INTERMEDIATE UNIT STAFF |
| 35 | 28 | CO-CURRICULAR LEADERSHIP | 0 | INTERMEDIATE UNIT STAFF |
| 36 | 30 | INSTRUCTIONAL MATERIALS | 0 | INTERMEDIATE UNIT STAFF |
| 37 | 32 | SELECTING | 0 | INTERMEDIATE UNIT STAFF |
| 38 | 35 | COORDINATING | 0 | INTERMEDIATE UNIT STAFF |
| 39 | 37 | REINFORCING BEHAVIOR | 0 | INTERMEDIATE UNIT STAFF |
| 40 | 39 | COMMUNITY DEVELOPMENT | 0 | INTERMEDIATE UNIT STAFF |
| 41 | 41 | COMMUNITY RELATIONS | 0 | INTERMEDIATE UNIT STAFF |
| 42 | 42 | DECLINING ENROLLMENTS | 0 | INTERMEDIATE UNIT STAFF |

T O T A L S FOR INTERMEDIATE UNIT STAFF 83

AVERAGE FOR INTERMEDIATE UNIT STAFF 2

STANDARD DEV INTERMEDIATE UNIT STAFF 3

APPENDIX F

CODE: 1 SCHL IMPR WAVE I

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 62 | SCHL IMPR WAVE I |
| 2 | 33 | TRNG & DEVEL OF PERSONNEL | 47 | SCHL IMPR WAVE I |
| 3 | 34 | MOTIVATING | 46 | SCHL IMPR WAVE I |
| 4 | 40 | LEGAL RESPONSIBILITIES | 41 | SCHL IMPR WAVE I |
| 5 | 38 | TEAM BUILDING | 39 | SCHL IMPR WAVE I |
| 6 | 5 | BUDGETING | 36 | SCHL IMPR WAVE I |
| 7 | 23 | COMMUNICATING | 32 | SCHL IMPR WAVE I |
| 8 | 26 | TIME MANAGEMENT | 29 | SCHL IMPR WAVE I |
| 9 | 41 | COMMUNITY RELATIONS | 24 | SCHL IMPR WAVE I |
| 10 | 39 | COMMUNITY DEVELOPMENT | 23 | SCHL IMPR WAVE I |
| 11 | 18 | ASSESSING | 22 | SCHL IMPR WAVE I |
| 12 | 29 | INTERPERSONAL DYNAMICS | 22 | SCHL IMPR WAVE I |
| 13 | 7 | FORECASTING | 21 | SCHL IMPR WAVE I |
| 14 | 42 | DECLINING ENROLLMENTS | 20 | SCHL IMPR WAVE I |
| 15 | 2 | SETTING GOALS | 19 | SCHL IMPR WAVE I |
| 16 | 9 | DIAGNOSIS | 19 | SCHL IMPR WAVE I |
| 17 | 14 | DEVELOPING PERFORMANCE STNDRDS | 19 | SCHL IMPR WAVE I |
| 18 | 31 | GOVERNANCE | 16 | SCHL IMPR WAVE I |
| 19 | 12 | MANAGING CHANGE | 15 | SCHL IMPR WAVE I |
| 20 | 22 | MAKING DECISIONS | 14 | SCHL IMPR WAVE I |
| 21 | 36 | MANAGING DIFFERENCES | 14 | SCHL IMPR WAVE I |
| 22 | 37 | REINFORCING BEHAVIOR | 14 | SCHL IMPR WAVE I |
| 23 | 8 | INTERP. OF STANDARDIZED TESTS | 12 | SCHL IMPR WAVE I |
| 24 | 10 | MONITORING | 12 | SCHL IMPR WAVE I |
| 25 | 1 | DEVELOPING POLICIES | 11 | SCHL IMPR WAVE I |
| 26 | 24 | GROUP DYNAMICS | 11 | SCHL IMPR WAVE I |
| 27 | 3 | DEVELOPING STRATEGIES | 10 | SCHL IMPR WAVE I |
| 28 | 17 | DELEGATING | 9 | SCHL IMPR WAVE I |
| 29 | 16 | TAKING CORRECTIVE ACTION | 8 | SCHL IMPR WAVE I |
| 30 | 32 | SELECTING | 8 | SCHL IMPR WAVE I |
| 31 | 11 | ANALYZING PROBLEMS | 7 | SCHL IMPR WAVE I |
| 32 | 4 | PROGRAMMING | 5 | SCHL IMPR WAVE I |
| 33 | 13 | ESTABLISHING REPORTING SYSTEMS | 5 | SCHL IMPR WAVE I |
| 34 | 20 | CREATING POSITION DESCRIPTIONS | 5 | SCHL IMPR WAVE I |
| 35 | 25 | LABOR RELATIONS | 5 | SCHL IMPR WAVE I |
| 36 | 28 | CO-CURRICULAR LEADERSHIP | 5 | SCHL IMPR WAVE I |
| 37 | 19 | ESTABLISHING ORG'L STRUCTURE | 4 | SCHL IMPR WAVE I |
| 38 | 43 | 43 | 3 | SCHL IMPR WAVE I |
| 39 | 6 | SETTING PROCEDURES | 2 | SCHL IMPR WAVE I |
| 40 | 15 | MEASURING RESULTS | 2 | SCHL IMPR WAVE I |
| 41 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 2 | SCHL IMPR WAVE I |
| 42 | 30 | INSTRUCTIONAL MATERIALS | 2 | SCHL IMPR WAVE I |
| 43 | 35 | COORDINATING | 2 | SCHL IMPR WAVE I |
| | | T O T A L S FOR SCHL IMPR WAVE I | 724 | |

CODE: 2 SCHL IMPR WAVE II

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 119 | SCHL IMPR WAVE II |
| 2 | 33 | TRNG & DEVEL OF PERSONNEL | 82 | SCHL IMPR WAVE II |
| 3 | 12 | MANAGING CHANGE | 76 | SCHL IMPR WAVE II |
| 4 | 34 | MOTIVATING | 74 | SCHL IMPR WAVE II |
| 5 | 5 | BUDGETING | 64 | SCHL IMPR WAVE II |
| 6 | 26 | TIME MANAGEMENT | 50 | SCHL IMPR WAVE II |
| 7 | 39 | COMMUNITY DEVELOPMENT | 48 | SCHL IMPR WAVE II |
| 8 | 38 | TEAM BUILDING | 47 | SCHL IMPR WAVE II |
| 9 | 40 | LEGAL RESPONSIBILITIES | 39 | SCHL IMPR WAVE II |
| 10 | 8 | INTERP. OF STANDARDIZED TESTS | 38 | SCHL IMPR WAVE II |
| 11 | 42 | DECLINING ENROLLMENTS | 38 | SCHL IMPR WAVE II |
| 12 | 18 | ASSESSING | 37 | SCHL IMPR WAVE II |
| 13 | 41 | COMMUNITY RELATIONS | 37 | SCHL IMPR WAVE II |
| 14 | 9 | DIAGNOSIS | 32 | SCHL IMPR WAVE II |
| 15 | 29 | INTERPERSONAL DYNAMICS | 32 | SCHL IMPR WAVE II |
| 16 | 32 | SELECTING | 31 | SCHL IMPR WAVE II |
| 17 | 31 | GOVERNANCE | 30 | SCHL IMPR WAVE II |
| 18 | 14 | DEVELOPING PERFORMANCE STNDRDS | 29 | SCHL IMPR WAVE II |
| 19 | 17 | DELEGATING | 26 | SCHL IMPR WAVE II |
| 20 | 22 | MAKING DECISIONS | 26 | SCHL IMPR WAVE II |
| 21 | 23 | COMMUNICATING | 26 | SCHL IMPR WAVE II |
| 22 | 2 | SETTING GOALS | 24 | SCHL IMPR WAVE II |
| 23 | 10 | MONITORING | 23 | SCHL IMPR WAVE II |
| 24 | 25 | LABOR RELATIONS | 23 | SCHL IMPR WAVE II |
| 25 | 1 | DEVELOPING POLICIES | 22 | SCHL IMPR WAVE II |
| 26 | 7 | FORECASTING | 20 | SCHL IMPR WAVE II |
| 27 | 36 | MANAGING DIFFERENCES | 19 | SCHL IMPR WAVE II |
| 28 | 24 | GROUP DYNAMICS | 18 | SCHL IMPR WAVE II |
| 29 | 15 | MEASURING RESULTS | 16 | SCHL IMPR WAVE II |
| 30 | 4 | PROGRAMMING | 13 | SCHL IMPR WAVE II |
| 31 | 11 | ANALYZING PROBLEMS | 12 | SCHL IMPR WAVE II |
| 32 | 20 | CREATING POSITION DESCRIPTIONS | 12 | SCHL IMPR WAVE II |
| 33 | 37 | REINFORCING BEHAVIOR | 12 | SCHL IMPR WAVE II |
| 34 | 13 | ESTABLISHING REPORTING SYSTEMS | 10 | SCHL IMPR WAVE II |
| 35 | 3 | DEVELOPING STRATEGIES | 9 | SCHL IMPR WAVE II |
| 36 | 16 | TAKING CORRECTIVE ACTION | 7 | SCHL IMPR WAVE II |
| 37 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 7 | SCHL IMPR WAVE II |
| 38 | 28 | CO-CURRICULAR LEADERSHIP | 7 | SCHL IMPR WAVE II |
| 39 | 35 | COORDINATING | 7 | SCHL IMPR WAVE II |
| 40 | 6 | SETTING PROCEDURES | 5 | SCHL IMPR WAVE II |
| 41 | 19 | ESTABLISHING ORG'L STRUCTURE | 0 | SCHL IMPR WAVE II |
| 42 | 30 | INSTRUCTIONAL MATERIALS | 0 | SCHL IMPR WAVE II |

T O T A L S FOR SCHL IMPR WAVE II
1247

AVERAGE FOR SCHL IMPR WAVE II
30

CODE: 3 SCHL IMPR WAVE III

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 130 | SCHL IMPR WAVE III |
| 2 | 5 | BUDGETING | 69 | SCHL IMPR WAVE III |
| 3 | 34 | MOTIVATING | 63 | SCHL IMPR WAVE III |
| 4 | 26 | TIME MANAGEMENT | 57 | SCHL IMPR WAVE III |
| 5 | 2 | SETTING GOALS | 55 | SCHL IMPR WAVE III |
| 6 | 42 | DECLINING ENROLLMENTS | 54 | SCHL IMPR WAVE III |
| 7 | 33 | TRNG & DEVEL OF PERSONNEL | 48 | SCHL IMPR WAVE III |
| 8 | 9 | DIAGNOSIS | 47 | SCHL IMPR WAVE III |
| 9 | 38 | TEAM BUILDING | 47 | SCHL IMPR WAVE III |
| 10 | 39 | COMMUNITY DEVELOPMENT | 45 | SCHL IMPR WAVE III |
| 11 | 40 | LEGAL RESPONSIBILITIES | 41 | SCHL IMPR WAVE III |
| 12 | 18 | ASSESSING | 38 | SCHL IMPR WAVE III |
| 13 | 8 | INTERP. OF STANDARDIZED TESTS | 36 | SCHL IMPR WAVE III |
| 14 | 1 | DEVELOPING POLICIES | 35 | SCHL IMPR WAVE III |
| 15 | 12 | MANAGING CHANGE | 34 | SCHL IMPR WAVE III |
| 16 | 23 | COMMUNICATING | 33 | SCHL IMPR WAVE III |
| 17 | 31 | GOVERNANCE | 33 | SCHL IMPR WAVE III |
| 18 | 32 | SELECTING | 31 | SCHL IMPR WAVE III |
| 19 | 37 | REINFORCING BEHAVIOR | 28 | SCHL IMPR WAVE III |
| 20 | 7 | FORECASTING | 25 | SCHL IMPR WAVE III |
| 21 | 14 | DEVELOPING PERFORMANCE STNDRDS | 25 | SCHL IMPR WAVE III |
| 22 | 24 | GROUP DYNAMICS | 22 | SCHL IMPR WAVE III |
| 23 | 41 | COMMUNITY RELATIONS | 22 | SCHL IMPR WAVE III |
| 24 | 17 | DELEGATING | 19 | SCHL IMPR WAVE III |
| 25 | 3 | DEVELOPING STRATEGIES | 18 | SCHL IMPR WAVE III |
| 26 | 36 | MANAGING DIFFERENCES | 18 | SCHL IMPR WAVE III |
| 27 | 4 | PROGRAMMING | 15 | SCHL IMPR WAVE III |
| 28 | 10 | MONITORING | 15 | SCHL IMPR WAVE III |
| 29 | 25 | LABOR RELATIONS | 15 | SCHL IMPR WAVE III |
| 30 | 29 | INTERPERSONAL DYNAMICS | 15 | SCHL IMPR WAVE III |
| 31 | 22 | MAKING DECISIONS | 13 | SCHL IMPR WAVE III |
| 32 | 16 | TAKING CORRECTIVE ACTION | 12 | SCHL IMPR WAVE III |
| 33 | 30 | INSTRUCTIONAL MATERIALS | 12 | SCHL IMPR WAVE III |
| 34 | 13 | ESTABLISHING REPORTING SYSTEMS | 10 | SCHL IMPR WAVE III |
| 35 | 15 | MEASURING RESULTS | 9 | SCHL IMPR WAVE III |
| 36 | 35 | COORDINATING | 8 | SCHL IMPR WAVE III |
| 37 | 11 | ANALYZING PROBLEMS | 7 | SCHL IMPR WAVE III |
| 38 | 20 | CREATING POSITION DESCRIPTIONS | 7 | SCHL IMPR WAVE III |
| 39 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 7 | SCHL IMPR WAVE III |
| 40 | 6 | SETTING PROCEDURES | 5 | SCHL IMPR WAVE III |
| 41 | 19 | ESTABLISHING ORG'L STRUCTURE | 5 | SCHL IMPR WAVE III |
| 42 | 28 | CO-CURRICULAR LEADERSHIP | 5 | SCHL IMPR WAVE III |

T O T A L S FOR SCHL IMPR WAVE III 1233

AVERAGE FOR SCHL IMPR WAVE III 29

CODE: 4 SCHL IMPR WAVE IV

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 50 | SCHL IMPR WAVE IV |
| 2 | 5 | BUDGETING | 43 | SCHL IMPR WAVE IV |
| 3 | 34 | MOTIVATING | 36 | SCHL IMPR WAVE IV |
| 4 | 26 | TIME MANAGEMENT | 30 | SCHL IMPR WAVE IV |
| 5 | 31 | GOVERNANCE | 27 | SCHL IMPR WAVE IV |
| 6 | 38 | TEAM BUILDING | 25 | SCHL IMPR WAVE IV |
| 7 | 40 | LEGAL RESPONSIBILITIES | 25 | SCHL IMPR WAVE IV |
| 8 | 9 | DIAGNOSIS | 23 | SCHL IMPR WAVE IV |
| 9 | 39 | COMMUNITY DEVELOPMENT | 22 | SCHL IMPR WAVE IV |
| 10 | 42 | DECLINING ENROLLMENTS | 22 | SCHL IMPR WAVE IV |
| 11 | 33 | TRNG & DEVEL OF PERSONNEL | 21 | SCHL IMPR WAVE IV |
| 12 | 12 | MANAGING CHANGE | 19 | SCHL IMPR WAVE IV |
| 13 | 8 | INTERP. OF STANDARDIZED TESTS | 17 | SCHL IMPR WAVE IV |
| 14 | 41 | COMMUNITY RELATIONS | 16 | SCHL IMPR WAVE IV |
| 15 | 1 | DEVELOPING POLICIES | 15 | SCHL IMPR WAVE IV |
| 16 | 2 | SETTING GOALS | 14 | SCHL IMPR WAVE IV |
| 17 | 4 | PROGRAMMING | 13 | SCHL IMPR WAVE IV |
| 18 | 18 | ASSESSING | 13 | SCHL IMPR WAVE IV |
| 19 | 23 | COMMUNICATING | 13 | SCHL IMPR WAVE IV |
| 20 | 32 | SELECTING | 12 | SCHL IMPR WAVE IV |
| 21 | 7 | FORECASTING | 11 | SCHL IMPR WAVE IV |
| 22 | 3 | DEVELOPING STRATEGIES | 10 | SCHL IMPR WAVE IV |
| 23 | 22 | MAKING DECISIONS | 10 | SCHL IMPR WAVE IV |
| 24 | 37 | REINFORCING BEHAVIOR | 9 | SCHL IMPR WAVE IV |
| 25 | 10 | MONITORING | 8 | SCHL IMPR WAVE IV |
| 26 | 11 | ANALYZING PROBLEMS | 6 | SCHL IMPR WAVE IV |
| 27 | 13 | ESTABLISHING REPORTING SYSTEMS | 6 | SCHL IMPR WAVE IV |
| 28 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 6 | SCHL IMPR WAVE IV |
| 29 | 29 | INTERPERSONAL DYNAMICS | 5 | SCHL IMPR WAVE IV |
| 30 | 36 | MANAGING DIFFERENCES | 5 | SCHL IMPR WAVE IV |
| 31 | 14 | DEVELOPING PERFORMANCE STNDRDS | 4 | SCHL IMPR WAVE IV |
| 32 | 15 | MEASURING RESULTS | 4 | SCHL IMPR WAVE IV |
| 33 | 35 | COORDINATING | 4 | SCHL IMPR WAVE IV |
| 34 | 16 | TAKING CORRECTIVE ACTION | 3 | SCHL IMPR WAVE IV |
| 35 | 17 | DELEGATING | 2 | SCHL IMPR WAVE IV |
| 36 | 20 | CREATING POSITION DESCRIPTIONS | 2 | SCHL IMPR WAVE IV |
| 37 | 28 | CO-CURRICULAR LEADERSHIP | 1 | SCHL IMPR WAVE IV |
| 38 | 6 | SETTING PROCEDURES | 0 | SCHL IMPR WAVE IV |
| 39 | 19 | ESTABLISHING ORG'L STRUCTURE | 0 | SCHL IMPR WAVE IV |
| 40 | 24 | GROUP DYNAMICS | 0 | SCHL IMPR WAVE IV |
| 41 | 25 | LABOR RELATIONS | 0 | SCHL IMPR WAVE IV |
| 42 | 30 | INSTRUCTIONAL MATERIALS | 0 | SCHL IMPR WAVE IV |

T O T A L S FOR SCHL IMPR WAVE IV

552

AVERAGE FOR SCHL IMPR WAVE IV

13

- - - - CODE: 5 SCHL IMPR WAVE V - - - -

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 17 | DELEGATING | 9 | SCHL IMPR WAVE V |
| 2 | 1 | DEVELOPING POLICIES | 7 | SCHL IMPR WAVE V |
| 3 | 7 | FORECASTING | 7 | SCHL IMPR WAVE V |
| 4 | 26 | TIME MANAGEMENT | 7 | SCHL IMPR WAVE V |
| 5 | 9 | DIAGNOSIS | 6 | SCHL IMPR WAVE V |
| 6 | 23 | COMMUNICATING | 6 | SCHL IMPR WAVE V |
| 7 | 34 | MOTIVATING | 6 | SCHL IMPR WAVE V |
| 8 | 40 | LEGAL RESPONSIBILITIES | 6 | SCHL IMPR WAVE V |
| 9 | 14 | DEVELOPING PERFORMANCE STNDRDS | 5 | SCHL IMPR WAVE V |
| 10 | 24 | GROUP DYNAMICS | 5 | SCHL IMPR WAVE V |
| 11 | 27 | INSTRUCTIONAL LEADERSHIP | 5 | SCHL IMPR WAVE V |
| 12 | 32 | SELECTING | 5 | SCHL IMPR WAVE V |
| 13 | 8 | INTERP. OF STANDARDIZED TESTS | 4 | SCHL IMPR WAVE V |
| 14 | 10 | MONITORING | 4 | SCHL IMPR WAVE V |
| 15 | 25 | LABOR RELATIONS | 4 | SCHL IMPR WAVE V |
| 16 | 31 | GOVERNANCE | 4 | SCHL IMPR WAVE V |
| 17 | 39 | COMMUNITY DEVELOPMENT | 4 | SCHL IMPR WAVE V |
| 18 | 41 | COMMUNITY RELATIONS | 4 | SCHL IMPR WAVE V |
| 19 | 2 | SETTING GOALS | 3 | SCHL IMPR WAVE V |
| 20 | 3 | DEVELOPING STRATEGIES | 3 | SCHL IMPR WAVE V |
| 21 | 5 | BUDGETING | 3 | SCHL IMPR WAVE V |
| 22 | 19 | ESTABLISHING ORG'L STRUCTURE | 3 | SCHL IMPR WAVE V |
| 23 | 36 | MANAGING DIFFERENCES | 3 | SCHL IMPR WAVE V |
| 24 | 42 | DECLINING ENROLLMENTS | 3 | SCHL IMPR WAVE V |
| 25 | 4 | PROGRAMMING | 2 | SCHL IMPR WAVE V |
| 26 | 11 | ANALYZING PROBLEMS | 2 | SCHL IMPR WAVE V |
| 27 | 20 | CREATING POSITION DESCRIPTIONS | 2 | SCHL IMPR WAVE V |
| 28 | 22 | MAKING DECISIONS | 2 | SCHL IMPR WAVE V |
| 29 | 30 | INSTRUCTIONAL MATERIALS | 2 | SCHL IMPR WAVE V |
| 30 | 33 | TRNG & DEVEL OF PERSONNEL | 2 | SCHL IMPR WAVE V |
| 31 | 15 | MEASURING RESULTS | 1 | SCHL IMPR WAVE V |
| 32 | 18 | ASSESSING | 1 | SCHL IMPR WAVE V |
| 33 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 1 | SCHL IMPR WAVE V |
| 34 | 28 | CO-CURRICULAR LEADERSHIP | 1 | SCHL IMPR WAVE V |
| 35 | 6 | SETTING PROCEDURES | 0 | SCHL IMPR WAVE V |
| 36 | 12 | MANAGING CHANGE | 0 | SCHL IMPR WAVE V |
| 37 | 13 | ESTABLISHING REPORTING SYSTEMS | 0 | SCHL IMPR WAVE V |
| 38 | 16 | TAKING CORRECTIVE ACTION | 0 | SCHL IMPR WAVE V |
| 39 | 29 | INTERPERSONAL DYNAMICS | 0 | SCHL IMPR WAVE V |
| 40 | 35 | COORDINATING | 0 | SCHL IMPR WAVE V |
| 41 | 37 | REINFORCING BEHAVIOR | 0 | SCHL IMPR WAVE V |
| 42 | 38 | TEAM BUILDING | 0 | SCHL IMPR WAVE V |

- - - - - - T O T A L S FOR SCHL IMPR WAVE V - - - - - - - - - - - - - - - - - - -

132

- - - - - - AVERAGE FOR SCHL IMPR WAVE V - - - - - - - - - - - - - - - - - - -

3

APPENDIX G

PAGE BREAK ON 1ST 1 SORTS

07-25-82 WEIGHTED PRIORITY LIST PAGE 1

- - - - CODE: 1 NO PREVIOUS ACADEMY ATTENDANCE- - - -

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 1 | 27 | INSTRUCTIONAL LEADERSHIP | 178 | NO PREVIOUS ACADEMY ATTEN |
| 2 | 34 | MOTIVATING | 129 | NO PREVIOUS ACADEMY ATTEN |
| 3 | 26 | TIME MANAGEMENT | 97 | NO PREVIOUS ACADEMY ATTEN |
| 4 | 33 | TRNG & DEVEL OF PERSONNEL | 95 | NO PREVIOUS ACADEMY ATTEN |
| 5 | 40 | LEGAL RESPONSIBILITIES | 88 | NO PREVIOUS ACADEMY ATTEN |
| 6 | 38 | TEAM BUILDING | 81 | NO PREVIOUS ACADEMY ATTEN |
| 7 | 42 | DECLINING ENROLLMENTS | 81 | NO PREVIOUS ACADEMY ATTEN |
| 8 | 5 | BUDGETING | 78 | NO PREVIOUS ACADEMY ATTEN |
| 9 | 12 | MANAGING CHANGE | 77 | NO PREVIOUS ACADEMY ATTEN |
| 10 | 23 | COMMUNICATING | 67 | NO PREVIOUS ACADEMY ATTEN |
| 11 | 18 | ASSESSING | 60 | NO PREVIOUS ACADEMY ATTEN |
| 12 | 2 | SETTING GOALS | 59 | NO PREVIOUS ACADEMY ATTEN |
| 13 | 9 | DIAGNOSIS | 59 | NO PREVIOUS ACADEMY ATTEN |
| 14 | 39 | COMMUNITY DEVELOPMENT | 58 | NO PREVIOUS ACADEMY ATTEN |
| 15 | 8 | INTERP. OF STANDARDIZED TESTS | 54 | NO PREVIOUS ACADEMY ATTEN |
| 16 | 41 | COMMUNITY RELATIONS | 51 | NO PREVIOUS ACADEMY ATTEN |
| 17 | 14 | DEVELOPING PERFORMANCE STNDRDS | 49 | NO PREVIOUS ACADEMY ATTEN |
| 18 | 7 | FORECASTING | 45 | NO PREVIOUS ACADEMY ATTEN |
| 19 | 24 | GROUP DYNAMICS | 43 | NO PREVIOUS ACADEMY ATTEN |
| 20 | 29 | INTERPERSONAL DYNAMICS | 43 | NO PREVIOUS ACADEMY ATTEN |
| 21 | 1 | DEVELOPING POLICIES | 41 | NO PREVIOUS ACADEMY ATTEN |
| 22 | 37 | REINFORCING BEHAVIOR | 41 | NO PREVIOUS ACADEMY ATTEN |
| 23 | 3 | DEVELOPING STRATEGIES | 39 | NO PREVIOUS ACADEMY ATTEN |
| 24 | 22 | MAKING DECISIONS | 38 | NO PREVIOUS ACADEMY ATTEN |

- - - - CODE: 1 NO PREVIOUS ACADEMY ATTENDANCE- - - -

| RANK | ITEM# | ITEM DESCRIPTION | WTTOT | CATEGORY |
|---|---|---|---|---|
| 25 | 31 | GOVERNANCE | 35 | NO PREVIOUS ACADEMY ATTEN |
| 26 | 32 | SELECTING | 29 | NO PREVIOUS ACADEMY ATTEN |
| 27 | 36 | MANAGING DIFFERENCES | 29 | NO PREVIOUS ACADEMY ATTEN |
| 28 | 13 | ESTABLISHING REPORTING SYSTEMS | 21 | NO PREVIOUS ACADEMY ATTEN |
| 29 | 17 | DELEGATING | 21 | NO PREVIOUS ACADEMY ATTEN |
| 30 | 4 | PROGRAMMING | 20 | NO PREVIOUS ACADEMY ATTEN |
| 31 | 10 | MONITORING | 20 | NO PREVIOUS ACADEMY ATTEN |
| 32 | 15 | MEASURING RESULTS | 18 | NO PREVIOUS ACADEMY ATTEN |
| 33 | 20 | CREATING POSITION DESCRIPTIONS | 17 | NO PREVIOUS ACADEMY ATTEN |
| 34 | 11 | ANALYZING PROBLEMS | 15 | NO PREVIOUS ACADEMY ATTEN |
| 35 | 25 | LABOR RELATIONS | 14 | NO PREVIOUS ACADEMY ATTEN |
| 36 | 28 | CO-CURRICULAR LEADERSHIP | 10 | NO PREVIOUS ACADEMY ATTEN |
| 37 | 30 | INSTRUCTIONAL MATERIALS | 10 | NO PREVIOUS ACADEMY ATTEN |
| 38 | 6 | SETTING PROCEDURES | 9 | NO PREVIOUS ACADEMY ATTEN |
| 39 | 35 | COORDINATING | 9 | NO PREVIOUS ACADEMY ATTEN |
| 40 | 16 | TAKING CORRECTIVE ACTION | 8 | NO PREVIOUS ACADEMY ATTEN |
| 41 | 21 | ESTABLISHING POS. QUALIFIC'TNS | 6 | NO PREVIOUS ACADEMY ATTEN |
| 42 | 19 | ESTABLISHING ORG'L STRUCTURE | 3 | NO PREVIOUS ACADEMY ATTEN |

- - - - - T O T A L S FOR NO PREVIOUS ACADEMY ATTENDANCE - - - - - - - - - -
1945

- - - - - - - - - - - - - - - - G R A N D T O T A L S - - - - - - - - - - - - - - -
1945

# APPENDIX H

- - - - 43HP: 5 BUDGETING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 15 | OTHER<br>DIR. OF BUSINESS AFFAIRS | AS A TOPIC THAT INVOLVES TOTAL MANAGEMENT TEAM | 5<br>1<br>1<br>1 |
| 60 | OTHER<br>BUSINESS MANAGER | CODING | 5<br>1<br>2<br>2 |
| 69 | SUPT. | SUBSIDY CALCULATIONS ATTENDANCE REPORTS FOR STUDENTS RE: SUBSIDY | 5<br>1<br>3<br>3 |
| 70 | OTHER<br>CURRICULUM SPECIALIST | TRANSLATING GENERAL AREA OF EFFECTIVE LEADERSHIP INTO SPECIFIC TASKS | 5<br>1<br>4<br>4 |
| 85 | SUPT. | PRIORITIES | 5<br>1<br>5<br>5 |
| 98 | OTHER<br>BUSINESS ADMINISTRATOR | TECHNIQUES FOR BUDGET MONITORING. | 5<br>1<br>6<br>6 |
| 113 | SUPT. | COMPARATIVE DATA FOR SIMILAR SCHOOL DISTRICTS, CREATIVE FINANCING, PRIORITIZING ALLOCATIONS. | 5<br>0<br>7<br>7 |
| 131 | SUPT. | LATEST BUDGET DATA, PRIORITIES FOR CUTS. | 5<br>0<br>8<br>8 |
| 164 | OTHER<br>BUS. MGMT.BD.SEC. | INFO. FROM STATE ON A TIMELY BASIS. NEW IDEAS FOR BUDGETING EFFECTIVE BUDGETING FORECASTING | 5<br>0<br>9<br>9 |
| 176 | PRINC/M-JHS | UNDERSTANDING DIFFERENT STATE REVENUES. | 5<br>0<br>10<br>10 |
| 191 | OTHER<br>BUSINESS OFFICIAL | CONSTRUCTING A BUDGET | 5<br>0<br>11<br>11 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 5 BUDGETING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 200 | SUPT. | HOW TO GET THE BEST RESULTS - WHAT KEYS DO WE LOOK TO? HOW TO CUT & NOT HURT THE PROGRAM? | 5<br>0<br>12<br>12 |
| 247 | OTHER<br>BUSINESS MANAGER | METHODOLOGY, CONCRETE PROVEN METHODS OF REDUCING. | 5<br>0<br>13<br>13 |
| 251 | SUPT. | HOW TO MAINTAIN QUALITY PROG-RAMS WITH SHRINKING FEDERAL, STATE AND LOCAL RESOURCES. | 5<br>0<br>14<br>14 |
| 271 | OTHER<br>CENTRAL OFFICE ADMINISTATOR | HOW TO BUDGET IN TIME FOR THE FISCAL YEAR FOR YOUR NEEDS WHEN PDE PROVIDES ONLY PART OF THE INFO YOU USED. | 5<br>0<br>15<br>15 |
| 302 | PRINC/M-JHS | INFO. ABOUT FED. MONIES AS WELL AS STATE ALLOCATIONS. FORECASTS FOR THE FUTURE. | 5<br>0<br>16<br>16 |
| 362 | SUPT. | INVESTMENTS, "UNFIXING" FIXED COSTS, CREATIVE FINANCING | 5<br>0<br>17<br>17 |
| 375 | PRINC/ELEM | CONCRETE METHODS THAT EFFECT-IVELY GIVE THE PRACTITIONER CONTROL OF HIS TIME. | 5<br>0<br>18<br>18 |
| 446 | PRIN/SHS | ALLOCATION OF RESOURCES TO PROGRAMS BUDGET DEVELOPMENT PROCESS | 5<br>0<br>19<br>19 |
| 486 | OTHER<br>ASST. SUPT. | DEV. RELEVANT CURRC.-MOTIVA-TING STAFF TO WANT TO WORK ON CURRC. GATHERING RESOURSES FOR CURRC. DEVELOPING. | 5<br>0<br>20<br>20 |
| 518 | OTHER<br>BUSINESS MANAGER | INDICATE WHERE CUTS ARE POSS. WITHOUT HURTING STUDENTS | 5<br>0<br>21<br>21 |
| 596 | OTHER<br>JR/SR HIGH (7-12) | ORGANIZING FOR PRESENTATION IN SIMPLEST FORMS FOR PUBLIC RE-VIEW. | 5<br>0<br>22<br>22 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 5 BUDGETING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 621 | OTHER<br>SUPR.- SP. ED. | HOW TO EFFECTIVELY & EFFICIENT<br>LY WITH LESS MONEY | 5<br>0<br>23<br>23 |
| 628 | OTHER<br>ASST. EXEC. DIR. | HOW TO ALLOCATE RESOURCES UN-<br>DER THE PRESNT FINANCIAL CON-<br>STRAINTS. | 5<br>0<br>24<br>24 |
| 639 | OTHER<br>BUSINESS ADMIN. | HOW TOBETTER PREPARE & ADMIN-<br>ISTER A BUDGET SO ALL AREAS<br>ARE TREATED EQUALLY. | 5<br>0<br>25<br>25 |
| 653 | PRIN/SHS | GENERAL "HOW TO" IDEAS IN ALL<br>CASES. | 5<br>0<br>26<br>26 |
| 673 | OTHER<br>CENTRAL OFFICE ADMINISTRATOR | REVIEW TOTAL BUDGET REVENUE<br>AND EXPENDITURES. | 5<br>0<br>27<br>27 |
| 684 | OTHER<br>DIRECTOR, AVTS | DEVELOPING METHODS OF EFFEC-<br>TIVE CUTTING. | 5<br>0<br>28<br>28 |
| 703 | PRINC/M-JHS | COST-SAVING TECHNIQUES THAT<br>WILL MAINTAIN CURRENT PROGRAMS | 5<br>0<br>29<br>29 |
| 721 | PRINC/ELEM | DETERMINING PRIORITIES WITHOUT<br>GIVING IN TO GROUP PRESSURES. | 5<br>0<br>30<br>30 |
| 737 | OTHER<br>ASST. PRIN.-SR. HIGH | SUGGESTIONS ON A SYSTEMATIC<br>APPROACH, PARTICULARLY DURING<br>PERIOD OF DECLINE. | 5<br>0<br>31<br>31 |
| 738 | OTHER<br>DIR.,ELEMENTARY EDUCATION | CREATIVE WAYS TO ORGANIZE PUR-<br>CHASE, ETC. | 5<br>0<br>32<br>32 |
| 770 | OTHER<br>BUSINESS MANAGER | METHODS FOR CONTROLLING EXPEN-<br>DITURES, ALLOCATING RESOURCES<br>EQUALLY. | 5<br>0<br>33<br>33 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 5 BUDGETING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 781 | OTHER<br>BUSINESS MANAGER/BOARD SEC. | FORMAT AND PRESENTATION STRATEGY, METHODS OF PROJECTING FOLLOWING YEARS REVENUES AND EXPENDITURES. | 5<br>0<br>34<br>34 |
| 789 | SUPT. | ALTERNATIVE METHODS, NEW TECHNOLOGY. | 5<br>0<br>35<br>35 |
| 797 | OTHER<br>BD./SUPV. | RESTRUCTURE OF STATE ALLOCATIONS OF FUNDS-BEST INVESTMENT PROCEDURES. | 5<br>0<br>36<br>36 |

- - - - - BUDGETING - - - -

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 9 DIAGNOSIS - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 149 | PRIN/SHS | SOMETHING ON PURPOSE OF CLASS-ROOM TESTING. | 9<br>0<br>1<br>37 |
| 241 | PRINC/M-JHS | MEASURING STAFF ATTITUDE, MEASURING STAFF PERFORMANCE, MEASURING STAFF-STUDENT RELA-TIONS. | 9<br>0<br>2<br>38 |
| 308 | PRINC/ELEM | SHARING OF TRIED/SUCCESSFUL PLANS | 9<br>0<br>3<br>39 |
| 317 | PRIN/SHS | PROCEDURE, SAMPLES | 9<br>0<br>4<br>40 |
| 364 | PRINC/ELEM | ROLE PLAYING-STATE PROBLEM-BRAINSTORM | 9<br>0<br>5<br>41 |
| 423 | PRINC/ELEM | METHODS TO ASSESS CLIMATE AND DEGREE OF CONFLICT. | 9<br>0<br>6<br>42 |
| 439 | PRIN/SHS<br>AVTS | TALKS BY EXPERIENCED PEOPLE<br>ROLE PLAYING W/CRITIQUES<br>HANDOUTS FOR FUTURE REF. | 9<br>0<br>7<br>43 |
| 450 | OTHER<br>PRIN.JR/SR HIGH - CURR. COORD. | DEVELOPING ASSESSMENT TOOL IN-TERPERTING DATA - DEVELOPING ACTION PLAN | 9<br>0<br>8<br>44 |

- - - - - DIAGNOSIS - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

- - - - - 43HP: 12 MANAGING CHANGE - - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 61 | PRIN/SHS | HOW TO GET FACULTY TO CHANGE; TO MAKE CHANGES ON EVIDENCE NOT PERSONAL OPINIONS. | 12<br>1<br>1<br>45 |
| 111 | OTHER<br>I.U. ASST. EXEC. DIRECTOR | DEVELOPING AN ACTION PLAN ON ANTICIPATION OF CHANGING ROLE OF AN ORGANIZATION. | 12<br>0<br>2<br>46 |
| 133 | SUPT. | GOOD EXAMPLES. | 12<br>0<br>3<br>47 |
| 187 | SUPT. | ROLE OF A CHANGE AGENT STRATEGIES FOR GETTING PEOPLE TO MORE REDILY ACCEPT CHANGE. | 12<br>0<br>4<br>48 |
| 201 | PRINC/ELEM | PREDICTING CHANGES BEFORE IT IS TOO LATE;SHOWING NEED FOR CHG.;FUNDING CHANGE MOTIVATING STAFF ETC. | 12<br>0<br>5<br>49 |
| 244 | OTHER<br>ELEM/SEC. PRINCIPAL | SPECIFIC EXAMPLES-STRATEGIES | 12<br>0<br>6<br>50 |
| 256 | SUPT. | IDENTIFYING SKILLS, IMPROVING SKILLS. | 12<br>0<br>7<br>51 |
| 275 | PRINC/M-JHS | STIMULATING CREATIVITY | 12<br>0<br>8<br>52 |
| 327 | PRINC/ELEM | USE OF A MODEL FOR DEVELOPING INNOVATIVE IDEAS. MOTIVATION OF STAFF TO WANT TO BE CREAT. VIS. SITES OF CREATIVE PROGS. | 12<br>0<br>9<br>53 |
| 373 | PRINC/M-JHS | WHEN SHOULD IT TAKE PLACE? WHO SHOULD BE INVOLVED? PROCEDURES FOR ACHIEVEMENT. | 12<br>0<br>10<br>54 |
| 377 | SUPT. | CLOSING OF SCHOOLS AND JOINING OF SCHOOLS-TRANSITION STRATEGIES FOR STUDENTS, STAFF AND PARENTS. | 12<br>0<br>11<br>55 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - - 43HP: 12 MANAGING CHANGE - - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 402 | PRINC/M-JHS | PRACTICALLY CREATED PROGRAMING | 12 |
| | | PROVIDING SKILLS IN IMPLE- | 0 |
| | | MENTING CHANGE SUCCESSFULLY. | 12 |
| | | | 56 |
| 432 | SUPT. | SHARE MODELS WITH OTHER | 12 |
| | | SIAREIXRA | 0 |
| | | | 13 |
| | | | 57 |
| 465 | OTHER | WAYS TO GET STAFF TO TRY NEW | 12 |
| | CURR. SUPR. | IDEAS OR TEACHING STYLES. | 0 |
| | | | 14 |
| | | | 58 |
| 517 | PRIN/SMS | WHAT RESEARCH SAYS EXAMPLES | 12 |
| | | OF PROVEN TECHNIQUES. | 0 |
| | | | 15 |
| | | | 59 |
| 726 | PRINC/ELEM | JUST WHAT IS LISTED ACROSS THE | 12 |
| | | PAGE. | 0 |
| | | | 16 |
| | | | 60 |
| 742 | OTHER | HOW TO GET AROUND BLOCKS PRE- | 12 |
| | DIR.,BUSINESS MGT. SERV. | VENTING CHANGE IN OPERATING | 0 |
| | | SYSTEM. | 17 |
| | | | 61 |
| 742 | PRIN/SMS | DEALING WITH CONFLICT, ESTAB- | 12 |
| | | LISHING CONSENSUS | 0 |
| | | | 18 |
| | | | 62 |

- - - - - MANAGING CHANGE - - - -

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 13 ESTABLISHING REPORTING SYSTEMS- - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 123 | PRINC/ELEM | DEVELOPING A REPORT CARD THAT | 13 |
| | | PARENTS AND STUDENTS CAN | 0 |
| | | UNDERSTAND. | 1 |
| | | | 63 |
| 254 | PRIN/SHS | GOOD COMMUNICATION NETWORK. | 13 |
| | | | 0 |
| | | | 2 |
| | | | 64 |
| 759 | PRINC/ELEM | CONFERENCE/RESEARCH REPORTS | 13 |
| | | | 0 |
| | | | 3 |
| | | | 65 |

- - - - - ESTABLISHING REPORTING SYSTEMS - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

- - - - 43HP: 26 TIME MANAGEMENT - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 106 | PRINC/ELEM | PLANNING A DAY TO ALLOW FOR NON PLANNED ACTIVITIES | 26<br>0<br>1<br>66 |
| 146 | OTHER ASSISTANT SUPERINTENDENT | HOW? | 26<br>0<br>2<br>67 |
| 207 | PRINC/ELEM | TIME MANAGEMENT CONSULTANT OR PRINCIPALS WHO USE THEIR TIME EFFECTIVELY. | 26<br>0<br>3<br>68 |
| 259 | PRINC/ELEM | AVOID TIME WASTING, TIME FOR PAPER WORK, TIME FOR CLASS VISITATION. | 26<br>0<br>4<br>69 |
| 279 | PRIN/SHS | DAILY-WEEKLY-MONTH'S PLAN | 26<br>0<br>5<br>70 |
| 325 | PRINC/M-JHS | HOW TO PRIORITIZE TASKS AND ALLOT TIME. | 26<br>0<br>6<br>71 |
| 326 | OTHER ASSISTANT SUPERINTENDENT | SIMULATION | 26<br>0<br>7<br>72 |
| 355 | PRINC/ELEM | HELPING CLASSROOM TEACHERS USE THEIR TIME MORE EFFECTIVELY. | 26<br>0<br>8<br>73 |
| 371 | PRINC/ELEM | ACTION PLANS FOR MORE EFFIC-IENT USAGE OF TIME. | 26<br>0<br>9<br>74 |
| 440 | PRINC/ELEM | HOW TO GET MORE OUT OF LIMITED TIME-(PRIORITIES) | 26<br>0<br>10<br>75 |
| 494 | PRINC/ELEM | HOW TO SQUEEZE 2 OR 3 MORE HOURS INTO EACH DAY. | 26<br>0<br>11<br>76 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - - 43HP: 26 TIME MANAGEMENT - - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 501 | PRINC/ELEM | REVIEW OF SUGGESTION FOR BETTER USE OF STAFF & STUDENT TIME. | 26<br>0<br>12<br>77 |
| 600 | PRIN/SHS | SHORT CUTS TO ROUTINE. ASSIGNMENTS. PROVEN WAYS TO ATTACK ROUTINE. | 26<br>0<br>13<br>78 |
| 619 | PRINC/ELEM | HOW TO QUICKLY DETERMINE WHICH ACTIVITIES TO BECOME INVOLVED WITH - IN WHAT ORDER. | 26<br>0<br>14<br>79 |
| 690 | PRINC/M-JHS | IDEAS FOR EFFECTIVE TIME MANAGEMENT. | 26<br>0<br>15<br>80 |
| 750 | OTHER ASST. TO SUPT. | SESSIONS REVIEWING ACT 195 AND CURRENT COURT DECISIONS AS THEY RELATE TO THE PUBLIC SCHOOLS. | 26<br>0<br>16<br>81 |
| 758 | PRINC/ELEM | MOTIVATION EXAMPLES-TRIED AND TRUE | 26<br>0<br>17<br>82 |

- - - - - TIME MANAGEMENT - - - -

- - - - 43HP: 27 INSTRUCTIONAL LEADERSHIP - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 6 | OTHER<br>ASSISTANT SUPERINTENDENT | HOW TO MAKE CURRICULUM RESPONSIVE TO CHANGING NEEDS FOR FUTURE WORK/FAMILY/LEISURE | 27<br>1<br>1<br>83 |
| 16 | OTHER<br>DIRECTOR OF INSTRUCTION | DEFINE LEVELS OF DETERMINING APPROPRIATENESS OF CURRICULUM: STUDENTS, TEACHERS, PARENTS, ETC. | 27<br>1<br>2<br>84 |
| 24 | OTHER<br>ASSISTANT SUPERINTENDENT | ASSURING THAT THE PLANNED COURSE OUTLINE IS THE COURSE OF STUDY. | 27<br>1<br>3<br>85 |
| 30 | PRINC/ELEM | PROGRAM AND ACTIVITIES | 27<br>1<br>4<br>86 |
| 37 | SUPT. | PRESENT RESEARCH | 27<br>1<br>5<br>87 |
| 39 | PRINC/M-JHS | SPECIFIC GUIDELINES THAT CAN BE USED BY TEACHERS TO DETERMINE SCOPE AND SEQUENCE | 27<br>1<br>6<br>88 |
| 40 | OTHER<br>DIRECTOR, SECONDARY EDUC. | HOW TO BE MORE EFFECTIVE, CURRICULUM SUPV. WITH BOTTOM LINE HOW TO IMPROVE INSTRUCTION | 27<br>1<br>7<br>89 |
| 53 | OTHER<br>ASSISTANT SUPT. | HOW TO? | 27<br>1<br>8<br>90 |
| 64 | OTHER<br>SUPR.OF CURRICULUM & INST. | EQA - RELATING GOALS TO PLANNED COURSES | 27<br>1<br>9<br>91 |
| 81 | PRINC/ELEM | DIAGNOSTIC TOOLS TO DIAGNOSE EFFECTIVE CLASSROOM INST. | 27<br>1<br>10<br>92 |
| 124 | PRINC/ELEM | UPDATE OF MOST RECENT RESEARCH IN CURRICULUM AND INSTRUCTION TO LEAD THE STAFF. | 27<br>0<br>11<br>93 |

- - - - 43HP: 27 INSTRUCTIONAL LEADERSHIP - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 145 | OTHER PRINCIPAL/INTERMEDIATE 4-5-6 | WHAT ARE THE SCHOOLS EXPECTED TO TEACH? TOO MANY SOCIAL PROBLEMS ARE INFUSED INTO THE SCHOOLS. HOW MUCH TIME/SUBJ.? | 27<br>0<br>12<br>94 |
| 154 | PRINC/M-JHS | IN-SERVICE COORDINATION OBSERVATION MODELS EVALUATIVE TECHNIQUES. | 27<br>0<br>13<br>95 |
| 161 | PRINC/M-JHS | COPING WITH THE INCREASING DEMANDS ON PRINCIPALS TIME AND THE REQUIREMENT THAT HE HAVE INSTRUCTIONAL LEADER. | 27<br>0<br>14<br>96 |
| 171 | PRINC/ELEM | BRINGING ABOUT COHESION FROM ONE GRADE TO THE NEXT, ALSO PLACEMENT OF YOUNGSTERS & THEIR PROGRESSION TEST IS ADM. | 27<br>0<br>15<br>97 |
| 178 | PRINC/ELEM | PRE/POST CONFERENCE RATING SYSTEM. | 27<br>0<br>16<br>98 |
| 188 | 0 | HOW TO BUILD CURRUCULUM. HOW TO IMPLEMENT. | 27<br>0<br>17<br>99 |
| 202 | PRIN/SHS | STAFF MOTIVATION;STAFF IMPROVEMENT;TEAM CONCEPT. | 27<br>0<br>18<br>100 |
| 222 | PRINC/ELEM | CURRICULUM AREAS, CURRICULUM DESIGN, CURRICULUM IMPROVEMENT -ALL THREE AREAS COULD BE TIED TOGETHER. | 27<br>0<br>19<br>101 |
| 240 | OTHER SUPV. OF CURR. AND INST. | TEACHER-DIRECTED MODEL-CURRENT RESEARCH FINDINGS-AFFECTIVE TEACHING PRACTICE. | 27<br>0<br>20<br>102 |
| 283 | SUPT. | WE STILL NEED A STATE COUNCIL OF INSTRUCTIONAL LEADERS. | 27<br>0<br>21<br>103 |
| 324 | OTHER SUPV./CURR. & INSTRUC. | PDE REVISED CURR. REGS./INTERPRETATION/IMPLEMENTATION/COMPLIANCE | 27<br>0<br>22<br>104 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 27 INSTRUCTIONAL LEADERSHIP - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 331 | PRINC/M-JHS | WHAT IS CONSIDERED AS THE APPROPRIATE CURRICULUM K-12 & HOW IT CAN BE IMPROVED. | 27<br>0<br>23<br>105 |
| 337 | OTHER<br>DIRECTOR OF CURRICULUM | PROGRAM INFORMATION EXCHANGE | 27<br>0<br>24<br>106 |
| 344 | PRINC/ELEM | WHAT DOES THIS MEAN? HOW CAN I BE EXPERT IN EVERYTHING? WHO BRINGS ABOUT THE ACTUAL CHANGE | 27<br>0<br>25<br>107 |
| 351 | PRINC/ELEM | MOTIVATION, CHANGE OF CURRICULUM, STALL NEW IDEAS. | 27<br>0<br>26<br>108 |
| 374 | PRIN/SHS | ASSURING APPROPRIATE INSTRUCTION WITH REASONABLE ACADEMIC FREEDOM. | 27<br>0<br>27<br>109 |
| 376 | PRINC/ELEM | LEADERSHIP A SCHOOL DISTRICT SHOULD PROVIDE. WHAT SHOULD THE PUBLIC EXPECT? | 27<br>0<br>28<br>110 |
| 409 | PRINC/ELEM | USE OF MICRO-COMPUTERS - ADMINISTRATIVE USE OF THE COMPUTER | 27<br>0<br>29<br>111 |
| 435 | PRINC/ELEM | SETTING STANDARDS, REACHING CONSENSUS, PREVENTING COMPLETE DENATION FROM CURRICULUM | 27<br>0<br>30<br>112 |
| 442 | SUPT. | HOW TO MONITOR INSTRUCTION - HOW TO BE AN EFFECTIVE INSTRUCTIONAL LEADER | 27<br>0<br>31<br>113 |
| 468 | SUPT. | INSTRUCTIONAL EVALUATION-GOAL SETTING. | 27<br>0<br>32<br>114 |
| 320 | PRINC/ELEM | CURRENT TRENDS- ANNOVATIONS | 27<br>0<br>33<br>115 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 27 INSTRUCTIONAL LEADERSHIP - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 372 | PRINC/ELEM | CURR. DESIGN-LESSON PLANNING (TEACHER) - EVAL. OF TEACHING | 27<br>0<br>34<br>116 |
| 391 | SUPT. | EXAMPLES OF OUTSTANDING PROG. | 27<br>0<br>35<br>117 |
| 594 | PRIN/SHS | ELEMENTS OF EFFECTIVE INST. | 27<br>0<br>36<br>118 |
| 607 | PRINC/ELEM | RECENT CURRICULAR INNOVATIONS DEVELOPMENT OF ALTERNATIVE PROG.(E.G. GIFTED ED) | 27<br>0<br>37<br>119 |
| 637 | PRINC/ELEM | REVIEW OF TYPES & EXAMPLES OF HOW TO BE EFFECTIVE THROUGH USE. | 27<br>0<br>38<br>120 |
| 647 | PRINC/M-JHS | WORKING WITH STAFF TO IMPROVE INST. AND CURRICULUM. | 27<br>0<br>39<br>121 |
| 654 | PRIN/SHS | CURRICULUM CHANGES | 27<br>0<br>40<br>122 |
| 702 | PRINC/M-JHS | HOW TO DETERMINE IF WHAT WE ARE TEACHING IS WHAT SHOULD BE TAUGHT. | 27<br>0<br>41<br>123 |
| 712 | PRINC/ELEM | CONTINUE CLOSE COOPERATION-INFORMATIONAL WORKSHOPS AT I.U.'S. | 27<br>0<br>42<br>124 |
| 717 | OTHER<br>DIRECTOR OF CURRICULUM | MADELINE HUNTER, OTHER STRATEGIES, WAYS OF NOTING WHAT IS HAPPENING IN CLASSROOM. | 27<br>0<br>43<br>125 |
| 718 | PRINC/ELEM | UPDATE ON CURRENT TRENDS AND PROGRAMS, WHAT SEEMS TO BE SUCCESSFUL OR UNSUCCESSFUL. | 27<br>0<br>44<br>126 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 27 INSTRUCTIONAL LEADERSHIP - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 722 | PRIN/SHS | KNOWLEDGE OF TRENDS, INFORMA- | 27 |
| | | TION ON SUCCESSFUL PROGRAMS, | 0 |
| | | SEMINARS ON EFFECTIVE STYLES. | 45 |
| | | | 127 |
| 735 | PRINC/ELEM | SEMINARS, PUBLICATIONS | 27 |
| | | | 0 |
| | | | 46 |
| | | | 128 |
| 748 | OTHER<br>ASST. SUPT. | HOW TO ACQUIRE INSTRUCTIONAL<br>LEADERSHIP QUALITIES. | 27<br>0 |
| | | | 47 |
| | | | 129 |
| 761 | PRIN/SHS | OBSERVATION OF TEACHERS, | 27 |
| | | DEBE 333 | 0 |
| | | | 48 |
| | | | 130 |
| 773 | OTHER<br>I.U.-INSTRUCTION | SPECIFIC TYPES OF SERVICES,<br>I.U.S CAN PROVIDE TO LEA'S AND | 27<br>0 |
| | | HOW TO ENCOURAGE LEA USE. | 49 |
| | | | 131 |
| 776 | SUPT. | MY INTEREST IS IN COPING WITH | 27 |
| | | UNION CONTRACTS THAT LOCK US | 0 |
| | | INTO NEUTRAL LEADERSHIP. | 50 |
| | | | 132 |
| 779 | PRINC/ELEM | GUIDELINES; PRACTICUM | 27 |
| | | | 0 |
| | | | 51 |
| | | | 133 |
| 780 | PRINC/ELEM | HOW TO MOVE AWAY FROM THE | 27 |
| | | BUILDING IMAGE OF A MANAGER TO | 0 |
| | | A LEADER. | 52 |
| | | | 134 |
| 782 | OTHER<br>DIRECTOR OF CURRICULUM | ORGANIZING A K-12 CURRICULUM<br>AND MANAGING IT. | 27<br>0 |
| | | | 53 |
| | | | 135 |

- - - - - INSTRUCTIONAL LEADERSHIP - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

- - - - 43HP: 33 TRNG. AND DEVEL. OF PERSONNEL - - - -

| ANS | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 10 | SUPT. | STAFF DEV. USING RESEARCH ON WHAT MAKES EFFECTIVE TEACHING. | 33<br>1<br>1<br>136 |
| 14 | PRIN/SHS | INSERVICE PROGRAMS, APPROACHES ETC. TO BE USED WITH STAFF | 33<br>1<br>2<br>137 |
| 126 | PRINC/ELEM | HOW TO CHANGE ATTITUDES APPARENTLY ROOTED IN PERSONALITY VARIABLES. | 33<br>0<br>3<br>138 |
| 127 | SUPT. | IMPROVING TYPES AND STRATEGIES INSERVICE-NEW AND INNOVATIVE APPROACHES. | 33<br>0<br>4<br>139 |
| 170 | PRINC/ELEM | HUMAN DYNAMICS | 33<br>0<br>5<br>140 |
| 174 | PRINC/ELEM | REVIEW LITERATURE & PROGRAMS FOR IN SERVICE AUDIO-VISUAL AIDS AVAILABLE. | 33<br>0<br>6<br>141 |
| 189 | OTHER<br>ASST. ELEMENTARY PRINCIPAL | STAFF DEVELOPMENT THRU IN-SERVICE ETC. (UPPER PERKIOMEN S.D MODEL) | 33<br>0<br>7<br>142 |
| 329 | SUPT. | RETRAINING INSTRUCTIONAL STAFF -TRAINING FOR STAFF INVOLVEMENT IN PLANNING AND ESTABLISHING PRIORITIES. | 33<br>0<br>8<br>143 |
| 359 | PRINC/M-JHS | PROVIDING-BY SHARING PERHAPS-MORE PRACTICAL TRAINING. | 33<br>0<br>9<br>144 |
| 425 | OTHER<br>PRINCIPAL 7-12 | TECHNIQUES ARE NEEDED TO MOVE FROM A WELL FUNCTIONING 1950 CHEVY TO A 1980 MODEL. | 33<br>0<br>10<br>145 |
| 480 | OTHER<br>ASST. EXEC. DIR. | IMPROVING KNOWLEDGE ATTITUDES AND SKILLS. | 33<br>0<br>11<br>146 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 33 TRNG. AND DEVEL. OF PERSONNEL - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 487 | OTHER<br>PRIN. EARLY CHILDHOOD CTR. | UPDATE ON NEW IDEAS,METHODS. | 33<br>0<br>12<br>147 |
| 491 | PRINC/ELEM | RESEARCH REL. TO IMPLEMENT. OF EFFEC. TEACHING-TECHS. FOR OBSERVATION-CLINICAL SUPERVISION -STAFF DEVELOPMENT TECHNIQUES. | 33<br>0<br>13<br>148 |
| 532 | PRINC/ELEM | PROBLEM SOLVING-ON HOW TO IMPROVE THE STAFF IN ALL AREAS OF EDUCATION. | 33<br>0<br>14<br>149 |
| 533 | PRINC/M-JHS | THE KNOWLEDGE OF HOW TO DEAL WITH KIDS. BE AWARE OF THEIR ABILITY. | 33<br>0<br>15<br>150 |
| 534 | OTHER<br>SUPPORT STAFF I.U. | ALTERNATIVES TO READITIONAL IN SERVICE IN SCHL.ENTRY-HOW TO ENCOURAGE ACTIVE PARTICIPATION NON-THREATENING MTHD.FOR CHG. | 33<br>0<br>16<br>151 |
| 535 | OTHER<br>EX. DIR. I.U. | SKILLS | 33<br>0<br>17<br>152 |
| 547 | PRINC/ELEM | TIME FACTOR-COST FACTOR-CHG. IN ATTITUDES. | 33<br>0<br>18<br>153 |
| 601 | PRIN/SHS | SCHEDULING TIME FOR TRNG.LG. VS. SMALL GROUPS. | 33<br>0<br>19<br>154 |
| 745 | OTHER<br>ASST. EX. DIR.-I.U. | METHODS FOR CREATING A DESIRE FOR TRAINING ON PART OF STAFF. | 33<br>0<br>20<br>155 |
| 795 | PRINC/ELEM | RESEARCH DATA AND SUCCESSFUL STRATEGIES. | 33<br>0<br>21<br>156 |

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07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 33 TRNG. AND DEVEL. OF PERSONNEL - - - -

AN# POSITION SUGGESTED USEFUL INFORMATION/ACTIVITIES

- - - - - TRNG. AND DEVEL. OF PERSONNEL - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

- - - - 43HP: 34 MOTIVATING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 27 | PRINC/ELEM | INNER MOTIVATION, OUTSIDE MOTIVATION, PSYCHOLOGICAL APPROACH | 34<br>1<br>1<br>157 |
| 160 | PRIN/SHS | HOW TO DO IT WITH EFFECTIVE RESULTS | 34<br>0<br>2<br>158 |
| 190 | OTHER<br>ASSISTANT TO SUPERINTENDENT | SPECIFIC STRATEGIES FOR MOTIVATING STAFF. | 34<br>0<br>3<br>159 |
| 196 | PRINC/M-JHS | HOW TO GET A STABLE, EXPERIENCED STAFF TO IMPROVE | 34<br>0<br>4<br>160 |
| 253 | PRINC/ELEM | PRACTICAL INSTRUCTION ON HOW TO ACCOMPLISH PRIORITIES. | 34<br>0<br>5<br>161 |
| 360 | OTHER<br>ASSISTANT SUPERINTENDENT | THEORETICAL AND PRACTICAL WAYS OF MOTIVATING STAFF TO BETTER PERFORMANCE | 34<br>0<br>6<br>162 |
| 431 | PRINC/ELEM | WAYS TO MOTIVATE | 34<br>0<br>7<br>163 |
| 445 | PRINC/ELEM | LEARNING HOW TO TURN PEOPLE ON HOW TO HANDLE INDIFFERENCE. | 34<br>0<br>8<br>164 |
| 541 | PRINC/ELEM | TRNG ON INTERPERSONAL RELATION SHIP SKILLS. | 34<br>0<br>9<br>165 |
| 616 | OTHER<br>DIR. OF PERSONNAL & BUSINESS | OPEN TALK | 34<br>0<br>10<br>166 |
| 630 | OTHER<br>PUPIL PERSONNEL DIR. | MOTIVATING A TEAM & FOLLOWING THROUGH ANA MANAGEMENT PROG. | 34<br>0<br>11<br>167 |

- - - - 43HP: 34 MOTIVATING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 631 | PRIN/SHS | HOW TO MOTIVATE? | 34<br>0<br>12<br>168 |
| 669 | PRIN/SHS | DECLINING ENROLLMENT CHANGE OF TEACHER ASSIGNMENTS. | 34<br>0<br>13<br>169 |
| 691 | PRINC/ELEM | PROVEN METHODS, TECHNIQUES FOR IMPLEMENTING. | 34<br>0<br>14<br>170 |
| 707 | PRIN/SHS | MINI PRESENTATIONS BY A NUMBER OF SPEAKERS FOCUSING ON "HOW TO'S" | 34<br>0<br>15<br>171 |
| 724 | PRINC/ELEM | SPECIFIC STRATEGIES FOR OLDER STAFFS AND IDEAS TO PREVENT BURNOUT. | 34<br>0<br>16<br>172 |
| 732 | OTHER DIR.,LIBR. MEDIA SERVICES | METHODS TO MOTIVATE DIFFERENT TYPES OF PEOPLE IN ALL AREAS OF WORK IN ED. | 34<br>0<br>17<br>173 |
| 785 | PRINC/ELEM | WORKING WITH EXPERIENCED TEACHERS TO CHANGE APPROACH. DISCUSSION GROUPS, ETC. | 34<br>0<br>18<br>174 |

- - - - - MOTIVATING - - - -

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 38 TEAM BUILDING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 32 | PRINC/M-JHS | METHODS FOR ESTABLISHING AND MAINTAINING GROUP COHESIVE TEAM GOAL ORIENTATION | 38<br>1<br>1<br>175 |
| 44 | PRINC/ELEM | STRONG AIDING THE WEAK, RATHER THAN WITHDRAWING, AND/OR DE-MEANING WEAK, RECOGNITION OF ANOTHER'S ATTRIBUTES. | 38<br>1<br>2<br>176 |
| 88 | OTHER ASSISTANT SUPERINTENDENT | ROLE PLAYING ON CLIMATE CONTROL AND OTHER SUGGESTIONS AS TO "HOW" | 38<br>1<br>3<br>177 |
| 101 | OTHER ASSISTANT SUPERINTENDENT | EFFECTIVE STRATEGIES FOR COMMUNICATION. LEADERSHIP-DELEGATION, ETC. | 38<br>0<br>4<br>178 |
| 163 | PRINC/ELEM | CURRICULUM ARTICULATION (K-6) BUILDING SCHEDULES (K-6) WITHIN LARGE ELEMENTARY SCHOOLS | 38<br>0<br>5<br>179 |
| 278 | PRINC/ELEM | HAVING EMPLOYEES WORK TOGETHER IN HARMONY. | 38<br>0<br>6<br>180 |
| 410 | PRINC/M-JHS | PROCEDURES FOR DEALING WITH A FACULLTY WHICH IS 98% FEMALE | 38<br>0<br>7<br>181 |
| 488 | PRINC/ELEM | DEVELOPING PRIDE IN TEAM MEMBERS WORK;ELIMINATING CRITICISM. | 38<br>0<br>8<br>182 |
| 522 | PRINC/ELEM | TECHNIQUES USED BY OTHERS-RESEARCH ITEMS (PRACTICAL) | 38<br>0<br>9<br>183 |
| 527 | PRINC/M-JHS | BREAKING DOWN CLICKS-SOCIAL RELATIONS BETWEEN STAFF MEMBER | 38<br>0<br>10<br>184 |
| 618 | PRINC/ELEM | UNDERSTANDING HOW TO DEAL WITH SMALL & LARGE GROUPS. | 38<br>0<br>11<br>185 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - - 43HP: 38 TEAM BUILDING - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 623 | PRINC/M-JHS | IDENTIFY EXEMPLARY PROG.& MAKE | 38 |
| | | INFO. AVAILABLE AS TO LOCATION | 0 |
| | | | 12 |
| | | | 186 |
| 683 | PRIN/SHS | HOW TO GET STAFF TO WORK TO- | 38 |
| | | GETHER. | 0 |
| | | | 13 |
| | | | 187 |
| 733 | PRINC/ELEM | ELIMINATING PETTINESS-GROUP | 38 |
| | | COORDINATION TOWARD A GOAL. | 0 |
| | | | 14 |
| | | | 188 |

- - - - - TEAM BUILDING - - - -

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 39 COMMUNITY DEVELOPMENT - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 76 | SUPT. | CREATING & MAINTAINING COMMU- | 39 |
| | | NITY INVOLVEMENT | 1 |
| | | | 1 |
| | | | 189 |
| 132 | PRIN/SHS | WORKSHOP NEWSRELEASES | 39 |
| | | | 0 |
| | | | 2 |
| | | | 190 |
| 166 | OTHER<br>ASSISTANT SUPERINTENDENT | REVIEW OF MODELS INTEGRATING | 39 |
| | | COMMUNITY & STAFF INPUT | 0 |
| | | | 3 |
| | | | 191 |
| 237 | OTHER<br>HEAD TEACHER | WAYS OF USING COMMUNITY IN | 39 |
| | | TEACHING ESPECIALLY IN ELEM. | 0 |
| | | GRADES. | 4 |
| | | | 192 |
| 245 | PRINC/ELEM | TECHNIQUES THAT COULD BE USED | 39 |
| | | AND EXAMPLES WHERE SUCCESSFUL. | 0 |
| | | | 5 |
| | | | 193 |
| 303 | PRIN/SHS | HOW OTHER SUCCESSFUL DISTRICTS | 39 |
| | | INVOLVE COMMUNITY IN SCHOOLS. | 0 |
| | | | 6 |
| | | | 194 |
| 312 | PRINC/ELEM | STRATEGIES FOR INVOLVEMENT, | 39 |
| | | EXAMPLES OF PROGRAMS. | 0 |
| | | | 7 |
| | | | 195 |
| 447 | PRIN/SHS | WHAT ARE THE NECESSARY INGRE- | 39 |
| | | DIENTS? WHAT ARE SOME GOOD | 0 |
| | | EXAMPLES? WHO PLAY IMPORTANT | 8 |
| | | ROLES? | 196 |
| 457 | PRINC/ELEM | ELIMINATE APATHY - PROMOTE | 39 |
| | | RACIAL HARMONY | 0 |
| | | | 9 |
| | | | 197 |
| 461 | PRIN/SHS | PLANS FOR INVOLVING THE COMM. | 39 |
| | | IN THE HIGH SCHOOL & COMMUNI- | 0 |
| | | CATIONS THAT HAVE WORKED. | 10 |
| | | | 198 |
| 511 | SUPT. | HOW DOES ONE INVOLVE PUBLIC IN | 39 |
| | | DECISION-MAKING? IN WHAT AREAS? | 0 |
| | | HOW TO USE AND APPLY CITIZEN | 11 |
| | | INPUT? | 199 |

07-31-82 SUGGESTED INFO/ACTIVITIES

- - - - 43HP: 39 COMMUNITY DEVELOPMENT - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 539 | PRINC/ELEM | REVIEW SUCCESSFUL PROG. SAMP. OF BULLETINS,NEWSLETTERS,ETC. | 39<br>0<br>12<br>200 |
| 593 | PRINC/ELEM | EXAMPLES OF PROGRAMS | 39<br>0<br>13<br>201 |
| 595 | PRIN/SHS | DRUGS & ALCOHOL-COMMUNITY-SCH. RELATIONS | 39<br>0<br>14<br>202 |
| 666 | OTHER VO-TECH. SUPV. | HOW DO WE ATTRACT INDUSTRY TO LOCATE IN AREA. WHAT IS THE VO-TECH'S ROLE IN ECONOMIC DEVELOPMENT. | 39<br>0<br>15<br>203 |
| 728 | PRINC/ELEM | HOW TO BUILD COOPERATIVE EFFORTS BETWEEN BUSINESS/LABOR AND THE SCHOOLS. | 39<br>0<br>16<br>204 |
| 734 | PRINC/ELEM | DEVELOPING A COMMUNITY SCHOOL | 39<br>0<br>17<br>205 |
| 801 | OTHER ASSISTANT SUPT. | SUCCESSFUL PROGRAMS, SHOW NEEDS, HOW GET RESULTS. | 39<br>0<br>18<br>206 |

- - - - - COMMUNITY DEVELOPMENT - - - - - - - - - - - - - - - - - - - - - - - -
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- - - - 43HP: 40 LEGAL RESPONSIBILITIES - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 77 | OTHER | REVIEW OF LIABILITY FOR SCHOOL BOARD, CLASSROOM TEACHER, ADMINISTRATOR | 40<br>1<br>1<br>207 |
| 132 | PRINC/ELEM | UPDATE ON NEW LAWS, ETC.- HOW TO AVOID POSSIBLE PITFALLS THROUGH INTERPRETATION. | 40<br>0<br>2<br>208 |
| 153 | OTHER<br>BUSINESS MANAGER | REFED TO THE BUSINESS MANAGER | 40<br>0<br>3<br>209 |
| 180 | SUPT. | I AM NOT CONCERNED WITH COMPLIANCE RATHER PROCEEDURAL STEPS. | 40<br>0<br>4<br>210 |
| 210 | PRINC/M-JHS | SPEAKING TO A EDUCATIONAL LAWYER. | 40<br>0<br>5<br>211 |
| 216 | PRINC/ELEM | HOW ARE WE MOST GUILTY? | 40<br>0<br>6<br>212 |
| 242 | OTHER<br>ASSISTANT SUPERINTENDENT | THE LAW, INTERPRETATION OF THE LAW, ENFORCEMENT PROCESSES. | 40<br>0<br>7<br>213 |
| 287 | PRIN/SHS | ROLE OF PRINCIPAL | 40<br>0<br>8<br>214 |
| 322 | PRINC/ELEM | SCHOOL LAW REVIEW, ROLE-PLAYING SITUATION, CHANGE TO HEAR A LAWYER ON SCHOOL LAW. | 40<br>0<br>9<br>215 |
| 330 | OTHER<br>DIR./INSTRUCTION AND RESEARCH | EDUCATIONAL MALPRACTICE | 40<br>0<br>10<br>216 |
| 396 | OTHER<br>ASSISTANT SUPERINTENDENT | MINIMUM LEGAL REQUIREMENTS | 40<br>0<br>11<br>217 |

- - - - 43HP: 40 LEGAL RESPONSIBILITIES - - - -

| AN# | POSITION | SUGGESTED USEFUL INFORMATION/ACTIVITIES | |
|---|---|---|---|
| 443 | OTHER<br>ASST. SUPT. | ESTABLISHING & WRITING GOALS;<br>COMPLETING FOR US FOR COMPLI-<br>ANCE. | 40<br>0<br>12<br>218 |
| 484 | PRINC/ELEM | SEMINARS-NATIONALLY RECOGNIZED<br>FUGURE TO PRESENT WORKSHOP. | 40<br>0<br>13<br>219 |
| 529 | OTHER<br>BOARD SERV.-BUSINESS MANAGER | AS IT RELATES TO THE BUSINESS<br>MANAGER-BOARD SECRETARY | 40<br>0<br>14<br>220 |
| 577 | OTHER<br>BUSINESS MANAGER | SCHOOL CODE. | 40<br>0<br>15<br>221 |
| 663 | PRIN/SHS | BUDGET PROCESS FOR PRINCIPAL<br>ASSIGNED THIS TASK WITHOUT<br>PROPER TRAINING. | 40<br>0<br>16<br>222 |
| 788 | OTHER<br>ASSISTANT SUPERINTENDENT | MINIMUM LEGAL REQUIREMENTS. | 40<br>0<br>17<br>223 |
| 799 | PRINC/M-JHS | SCHOOL LAW-ALL ITS COMMUNI-<br>CATING AS IT EFFECTS THE PRIN-<br>CIPAL AND STAFF AND STUDENTS. | 40<br>0<br>18<br>224 |

- - - - - LEGAL RESPONSIBILITIES - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

APPENDIX I

PART III - RESPONSES: ONE SPECIFIC PRIORITY NOT ON LIST IN PART I

| RANK | DESCRIPTION | POSITION | | TOTAL |
|---|---|---|---|---|
| 1. | Implementing computers into curriculum and administration | Superintendents<br>Principals<br>Other | 5<br>20<br>12 | 37 |
| 2. | Designing curriculum/programs | Superintendents<br>Principals<br>Other | 1<br>14<br>10 | 25 |
| 3. | Improving relationships between boards, administration, staff and community | Superintendents<br>Principals<br>Other | 2<br>17<br>4 | 23 |
| 4. | Assessing and determining organizational development. | Superintendents<br>Principals<br>Other | 2<br>3<br>10 | 15 |
| 5. | Acting on personnel problems: career plans, salaries. | Superintendents<br>Principals<br>Other | 4<br>7<br>3 | 14 |
| 5. | Developing cash management and funding sources. | Superintendents<br>Principals<br>Other | 1<br>4<br>9 | 14 |
| 7. | Updating knowledge of School Law | Superintendents<br>Principals<br>Other | 1<br>7<br>5 | 13 |
| 8. | Supervising and evaluating teachers. | Superintendents<br>Principals<br>Other | 2<br>7<br>3 | 12 |
| 9. | Planning and presenting inservice programs | Superintendents<br>Principals<br>Other | 0<br>7<br>3 | 10 |

| RANK | DESCRIPTION | | | TOTAL |
|---|---|---|---|---|
| 10. | Recognizing and managing stress/burnout. | Superintendents<br>Principals<br>Other | 0<br>6<br>3 | 9 |
| 11. | Dealing with student discipline. | Superintendents<br>Principals<br>Other | 0<br>5<br>3 | 8 |
| 11. | Establishing effective business management practices. | Superintendents<br>Principals<br>Other | 3<br>0<br>5 | 8 |
| 13. | Creating grouping and scheduling procedures. | Superintendents<br>Principals<br>Other | 0<br>6<br>0 | 6 |
| 14. | Providing a viable educational program at a time of reduced budgets. | Superintendents<br>Principals<br>Other | 1<br>4<br>0 | 5 |
| 14. | Understanding roles of PDE, IU's,and districts. | Superintendents<br>Principals<br>Other | 1<br>2<br>2 | 5 |
| 14. | Other | Superintendents<br>Principals<br>Other | 1<br>1<br>3 | 5 |
| 17. | Applying brain research to educational programs. | Superintendents<br>Principals<br>Other | 1<br>1<br>2 | 4 |
| 18. | Identifying and assisting exceptional students | Superintendents<br>Principals<br>Other | 0<br>0<br>3 | 3 |

| RANK | DESCRIPTION | POSITION | | TOTAL |
|---|---|---|---|---|
| 19. | Adapting teaching styles to learning styles. | Superintendents<br>Principals<br>Other | 0<br>2<br>0 | 2 |

| | | | |
|---|---|---|---|
| TOTAL RESPONSES: | | | 227 |
| USEABLE RESPONSES: | | | 218 |
| RESPONSES BY ROLES: | SUPERINTENDENTS | | 25 |
| | PRINCIPALS | | 113 |
| | OTHER | | 80 |